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ABSTRACT

Focusing on state-mandated minimum competency testing programs, this annotated bibliography cites 200 items selected from more than 700. The Resource Catalog is intended for state education policy makers and therefore includes resource and study guides: legislative and board action: conference speeches, reports and proceedings: curriculum guides, journal articles and monographs. The diversity of interests, climates, expectations and results discovered to date are shown. Its listings cover the full range of the history, philosophy and rationales for minimum competency testing: legislation considered and enacted: planning and development of tests and remediation programs: research studied and suggested: and success and failures of minimum competency programs. Item availability is noted. Citations are arranged by title within each state: a separate section lists 50 items arranged by their contributing research organization. A directory of 150 contact persons precedes the separate author and title indexes. States represented are: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Utah, Vermont, Virginia, Washington, and Wyoming. (CP)

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STATE MINIMUM COMPETENCY TESTING PROGRAMS;

RESOURCE CATALOG

FOR

THE NATIONAL INSTITUTE OF EDUCATION

FINAL REPORT
NIE-G-79-0033
FEBRUARY 28, 1980

PREPARED BY
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EDUCATION COMMISSION OF THE STATES

TM 800454

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ABSTRACT

Focusing primarily on the thirty-eight state mandated programs, this *Minimum Competency Testing Resource Catalog* cites 200 items selected from a collection of more than 700 which are representative of the range of activities in those states. Legislative and board action report the planning, development, implementation and evaluation of the states' minimum competency testing programs, including their relationship to high school graduation requirements.

Entries in the *Resource Catalog* are divided into two sections: In Section One, the states are listed alphabetically and the citations then listed alphabetically by title within the state. In Section Two, the citations are listed alphabetically by personal or institutional author. A section on Human Resources preceeds the separate title and subject indexes.

The *Resource Catalog* is intended for use by state education policy makers and therefore includes resource and study guides; legislative and board action; conference speeches, reports and proceedings; curriculum guides, journal articles and monographs. The diversity of interests, climates, expectations and results discovered to date are shown. Its listings cover the full range of the history, philosophy and rationales for minimum competency testing; legislation considered and enacted; planning and development of tests and remediation programs; research studied and suggested; and success and failures of minimum competency programs.

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FOREWORD

Minimum competency testing has become a topic of considerable state policy debate in recent years. Legislators, state board of education members and the public are concerned about educational accountability, low test scores and high school students who are unable to function on the job even after receiving a high school diploma. The movement would have schools assure the public that certain minimum basic skills or life skills have been achieved before a student is promoted from grade to grade and graduated from high school.

Definitions

Minimum competency testing is the term used to describe those legislative and legally mandated testing programs authorized by state legislatures or state boards of education which establish minimum levels of achievement required for all students within their jurisdiction to reach. Such tests may be used as a requirement for high school graduation, grade level promotions or determining the need for remediation in order to bring an unsatisfactory demonstrated level of attainment up to the established minimum.

The Southeastern Public Education Program of the American Friends Service Committee says, "'minimum competency programs' are organized efforts to make sure public school students are able to demonstrate their mastery of certain *minimum* skills needed to perform tasks they will routinely confront in adult life."

The Kansas Task Force Studying Competency Based Education said, "competency based education is an education concept based upon the identification and specification of explicit skills which individual students can demonstrate."

Usually, these skills tend to emphasize the "basics" such as reading, writing and computational skills, or "survival skills" such as consumer-related skills, employment skills, and citizenship skills or both.

Hawaii and Nebraska have adopted the terminology for their testing of student knowledge which seems to offer a more positive approach to the subject for students and teachers alike. It is termed "essential competencies." The Hawaiians insist that they do not mean "minimum competencies."

Russell B. Vlaanderen, director of the ECS department of research and information suggests, "minimum competency" as a term is redundant -- in that "competency" implies "minimum." Perhaps what is meant is really "proficiency," which denotes a higher degree of skill than minimum. Therefore, states which have not already embarked on the road of "minimum competency tests" might do well to consider calling their activity "minimal proficiency tests" or "essential competency tests." Where parents have been involved and consulted, they have also questioned the "minimum concept and frequently express a fear that teachers treat it as a maximum."

Legislators in some states and educators in others have sought a means of designating a level of student performance that is considered absolutely essential. To date, thirty-eight states have either enacted legislation or adopted board of education policies and recommendations mandating minimum competency testing. Many of the other states have given serious consideration to this program and several have rejected it as too limited.

In 1978 commissioners of the Education Commission of the States in the annual meeting adopted recommendations to guide the state officials concerned with these matters. These recommendations reflected the views of governors' offices, state legislatures, state board members, chief state school officers, and a representation of state education agency and local school district officials. As an organization, we have monitored and studied the activity mentioned and other related issues.

Statement of Purpose

This *Resource Catalog* has been prepared as a reference to offer state education policy makers easy access to information necessary when they are considering the issues involved in establishing minimum competency testing programs: the benefits, effects and costs of minimum competency testing when legislated or mandated; the need for and the development of remediation programs; in short, any consideration of the uses and risks of minimum competency testing in education. It focuses primarily on the 38 states which have adopted some kind of minimum competency testing program. It suits an audience of people who are starting on such programs as well as those contemplating changes in existing programs.

Selection of Materials

Each of the fifty states was requested by letter to send materials they had developed on minimum competency testing that would be appropriate for inclusion in a resource catalog. Accordingly, we received contributions from 47 states. Additionally, several organizations who were actively involved in this area of education were also requested to submit materials. Chris Pipho collected materials in the preparation of his various UPDATES and other work in minimum competency testing. From the total to date of over 750 items, we have selected 214 for inclusion in this *Resource Catalog*. Materials selected range from scholarly research to simple public relations brochures. The following criteria were used for selection:

1) Does the item give background information of a state's activity in the area of minimum competency testing?

2) Would this item be helpful to another state in its consideration of (1) initiating a minimum competency testing program or (2) evaluating its own minimum competency testing program?

3) Does this item address problems which another state might avoid?

4) Is the resource of good quality? Does it fulfill its state purpose?

Thus, while the emphasis was on materials from the states themselves, many items are definitive or basic works which address considerations that must be given by anyone engaged in this field.

Although the *Catalog* does not include legislation, references to legislation are found in Chris Pipho's UPDATE and STATE ACTIVITY CHART (entry nos. 197 and 198). The full text of minimum competency testing legislation is available in a separate publication from the Education Commission of the States.

Tests included are those submitted by a state (see Test Instruments in the subject index). However, competency tests, covering both academic and life skill areas, have been developed by some test publishers and are available from them.

Classification Scheme

Upon the recommendations of the National Institute of Education, the classification scheme used for the Subject Index was adopted from a classification scheme developed by the National Evaluation System under contract with NIE. We have modified this scheme to reflect the content of items included in this *Resource Catalog*.

Organization of the Catalog

The *Resource Catalog* has two main sections. Section One: STATES, records entries from the states which have already mandated minimum competency testing programs or given serious consideration to such; Section Two: OTHER, contains entries from individuals and organizations contributing to the enactment or evaluation of such programs. There is an additional listing of HUMAN RESOURCES.

In Section One: STATES, the states are listed alphabetically. Next, the department of state government or the individual who authored the resource is listed, followed by an alphabetical listing of the title when more than one document is from the same source. In Section Two: OTHER, the authors are listed strictly alphabetically with personal and institutional authors interspersed and titles follow again alphabetically if more than one document is from the same author. The HUMAN RESOURCES are also presented by state.

Entries are numbered sequentially, and the title and subject indexes refer to this entry number rather than the page number. The classification scheme terms are listed in order of importance or relevance to the item, not alphabetically by terms. The major terms, or descriptors, are asterisked.

Availability of all items is shown, except in the case of journal articles, which may be obtained as reprints from the journal publisher or as photocopies secured through the usual interlibrary loan procedures.

This is designed to be a working catalog! Hence, the HUMAN RESOURCES are listed with space provided for recording comments.

Acknowledgments

The states and organizations that sent materials are the primary contributors to the *Resource Catalog*, and we express our gratitude for their cooperation. Several colleagues in other national education organizations made helpful suggestions, and we thank them. Without the support of the Education Commission of the States' Research and Information Department staff, this catalog would not have been completed. We especially acknowledge with gratitude the abstracting and secretarial assistance given by Laquitta B. Denton, M. Van Dougherty, and Gwen Gurley and for typing by Patty Flakus-Mosqueda and Elaine Miller.

While this *Resource Catalog* was prepared primarily for state administrators and leaders in education, including legislators, many items included were addressed to broader audiences and could be of benefit to students, parents and citizens as well as classroom teachers.

SAMPLE ENTRY

Reference numbers identify data elements appearing in each Catalog entry.

[1] 197 — [2] ECS 049

[3] Pipho, Chris. [4] State activity: Minimal competency testing. Denver, Colorado: Education Commission of the States, January 1979, 13 p. [5]

[6] Document Type: H (Legislative Report)
K (Program Description/Implementation Efforts)
R (Research Report)

[7] Classification: *STATE-OF-THE-ART, With reference to states; *LEGISLATIVE AND POLICY HISTORY, Legislative action, State board action; COMPETENCIES, Academic skills, Life skills, Reading, Writing, Mathematics, Listening, Speaking, Other; *STANDARDS; *TESTS.

[8] Available from: Research and Information Department
Education Commission of the States
1860 Lincoln Street, Suite 300
Denver, Colorado 80295

[9] Cost: No charge, subject to handling fees.

[10] State-by-state report of any and all (1) board, education department or legislative action; (2) setting of standards; (3) grade levels assessed; (4) skill areas assessed; (5) use of standards and tests; and (6) comments. (GHM) [11]

DATA FIELDS IN THE CATALOG ENTRIES

[1] Entry number. Locator number used in the indexes.
[2] ECS reference file number.
[3] Author. May be an individual or an organization. If an individual, the name is transposed -- the last name appears first.
[4] Title of the article, monograph, report, etc.
[5] Publisher information. Place name, date, pagination, if document; name of journal, if journal article, with date and pages.
[6] Document type. Indicates the type of document as listed in the ERIC Processing Manual, Bethesda, Maryland: Educational Resources Information Center, July 1974, p.
[7] Classification. Subject terms used as descriptors to identify the contents of the document or article for manual or computer retrieval. An asterisk indicates a major term.
[8] Availability. Address of publisher or organization supplying the document. In the case of journals, it is assumed that copies of articles may be secured through the normal interlibrary loan procedures.
[9] Cost. Indicates actual cost or no charge for document.
[10] Abstract of document or article.
[11] Abstractor's initials.

SECTION ONE:

S T A T E S

ALABAMA

1 ECS 543

Alabama Department of Education. Adopted policies for the Committee of 100. Montgomery, Alabama: Alabama Department of Education, 2 p.

Document Type; H (Legislative Report)

Classification: *USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma.

Available from: Alabama Department of Education
State Department of Education
State Office Building
Montgomery, Alabama 36134

Cost: No charge, subject to handling fees.

Alabama's Committee of 100 on "basic skills for high school graduation" adopted these policies as a preface to their responsibility of establishing guidelines to implement minimal competency standards for graduation from Alabama Public Schools. (GG)

Alabama Department of Education. Committee of 100-basic skills for high school graduation. Montgomery, Alabama: Alabama Department of Education, 3 p.

Document Type:	Q (Evaluation Device)
Classification:	*GOALS AND PURPOSES; USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma.
Available from:	Alabama Department of Education State Department of Education State Office Building Montgomery, Alabama 36134
Cost:	No charge, subject to handling fees.

Alabama's Committee of 100 on "basic skills for high school graduation" has developed this 3-page checklist to aid in deciding their strategy in developing minimal competencies for high school graduation. Their main objectives are listed as follows: (1) outline in detail the responsibilities and intended products of the Committee of 100; (2) develop a 3- to 5-year action plan for minimal competency high school graduation requirements in Alabama; (3) develop a strategy for implementation of the 3- to 5-year plan; (4) establish a public communications program. (GG)

3 ECS 542

Alabama Department of Education. Resolution. Montgomery, Alabama: Alabama Department of Education, April 27, 1977, 1 p.

Document Type: H (Legislative Report)

Classification: *LEGISLATIVE AND POLICY HISTORY, State board action; COMPETENCIES; USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma.

Available from: Alabama Department of Education
State Department of Education
State Office Building
Montgomery, Alabama 36134

Cost: No charge, subject to handling fees.

This resolution adopted by the Alabama Board directs the State Superintendent of Education to appoint a committee to develop minimal competencies criteria for high school graduation and to develop means for measuring these skills. (GG)

ALASKA

4 ECS 288

Alaska Department of Education. AIDS: Alaska Instructional Diagnostic System. Juneau, Alaska: Alaska Department of Education, 1977, 44 p.

Document Type:	C (Curriculum Guide)
Classification:	*COMPETENCIES, Specific areas by grades tested, Reading, Writing, Mathematics; TEST INSTRUMENTS; TEST ADMINISTRATION; SCORING AND ANALYSIS.
Available from:	AIDS Southeastern RRC 127 South Franklin Street Juneau, Alaska 99801
Cost:	No charge, subject to handling fees.

This Preview Set introduces the Alaska Instructional Diagnostic System, focusing on educational objectives and test items in mathematics and reading skills in grades one through eight. The brochure, "Helping Alaska's Educators Meet Student Needs," provides an overview of the Alaska Statewide Instructional Support System and its testing component. The Alaska Instructional Diagnostic System Information Booklet describes the primary components of the program, along with support documents. Three Component Information Booklets illustrate and describe the materials and procedures in each of the basic skill areas of reading and mathematics. The Developmental Process Booklet outlines the processes followed in development and validation of the Alaska Instructional Diagnostic System and related materials. (Author)

5 ECS 445

Polley, E. E. Survey report competency based education and testing in Alaska. Juneau, Alaska: Alaska Department of Education, November 1978, 10 p.

Document Type: R (Survey Report), Q (Questionnaire)

Classification: *STATE-OF-THE-ART, With reference to states

Available from: Ernest E. Polley, Coordinator
Office of Planning and Research
Department of Education
Route 2
Juneau, Alaska 99811

Cost: No charge, subject to handling fees.

The Alaska Department of Education at the request of the state board of education surveyed its local school districts on competency based education and/or testing. This report gives the results of that survey and the status of minimum competency testing in Alaska where the state department and boards' of education take the position they will assist local districts when requested. (GHM)

ARIZONA

21

6 ECS 447

Arizona Department of Education. Continuous uniform evaluation system models for small schools. Phoenix, Arizona: Arizona Department of Education, February 1979, 42 p.

Document Type:	C (Curriculum Guides)
Classification:	*COMPETENCIES, Specific areas by grades tested, Reading, Writing, Mathematics,
Available from:	Arizona Department of Education 1535 West Jefferson Phoenix, Arizona 85007 (602) 255-4361
Cost:	No charge, subject to handling fees.

This is a curriculum guide illustrating three different competencies in three different school districts i.e., Reading (Clifton school district), Writing (Toltec school district), Computation (Kyrene school district). Each model gives a description of the process, model of the format and samples in the competency. (GHM)

Arizona Department of Education. Policy of the State Board of Education on reading. Phoenix, Arizona: Arizona Department of Education, 1971, 1 p.

Document Type:	0 (Board Policy Statement)
Classification:	*LEGISLATIVE AND POLICY HISTORY, State board action.
Available from:	Arizona Department of Education 1535 West Jefferson Phoenix, Arizona 85007 (602) 255-4361
Cost:	No charge, subject to handling fees.

This is a statement of the policy of the state board of education on reading as of 1971. (GHM)

Arizona Department of Education. Skill in the basic subject areas (SBE R7-2-301). Phoenix, Arizona: Arizona Department of Education, 1975, 1 p.

Document Type:	H (Legislative Report)
Classification:	*LEGISLATIVE AND POLICY HISTORY, State board action; USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma; PROVISIONS FOR SPECIAL POPULATION, Formal provisions for, special education.
Available from:	Arizona Department of Education 1535 West Jefferson Phoenix, Arizona 85007 (602) 255-4361
Cost:	No charge, subject to handling fees.

This is a statement of Arizona Board of Education policy regarding basic skills and competency in reading, and computational and written skills and types of certificates for promotion, including special education certificate. (GHM)

9 ECS 446

Arizona Department of Education. Suggested guidelines for the development and implementation of a continuous uniform evaluation system. Phoenix, Arizona: Arizona Department of Education, January 1979, 16 p.

Document Type: G (Administrative Guide)

Classification: *STATE-OF-THE-ART, With reference to the states; COMPETENCIES, Specific areas by grades tested, Reading, Writing, Mathematics; REPORTING/DISSEMINATION, Reports sent to, Parents; PROVISIONS FOR SPECIAL POPULATION, Any provision made, Case-by-case.

Available from: Arizona Department of Education
1535 West Jefferson
Phoenix, Arizona 85007
(602) 255-4361

Cost: No charge, subject to handling fees.

This guide written for district administrators lists 12 basic tasks and essential elements of a Continuous Uniform Evaluation system. This list is followed by a description of the six essential elements, namely; scope and sequence, performance objectives, evaluation, alternative learning plan, recordkeeping system and parent reporting system. The appendix is a continuous uniform evaluation system bibliography of material found either in the continuous uniform evaluation system office or catalogued in the Educational Information Center of the Arizona Department of Education. (GHM)

ARKANSAS

10 ECS 191

Arkansas Department of Education. Report on achievement test scores of students in Arkansas public schools, 1978. Little Rock, Arkansas: Arkansas Department of Education, 1978, 53 p.

Document Type:	R (Technical Report)
Classification:	*RESEARCH, State initiated; REPORTING/DISSEMINATION, Reports sent to, Boards of education, School administrators, Legislators.
Available from:	Arkansas Department of Education State Department of Education Capitol Mall Little Rock, Arkansas 72201 (501) 371-1464
Cost:	No charge, subject to handling fees.

This report was prepared in compliance with Act 514 of 1977 for State Department action and recommendations. It is in two parts and summarizes SRA Achievement Survey Tests data given in the spring, 1978 to Arkansas students as well as a computer-processed compilation of all test data. Test groups were "convenience" or "accidental" samples and, therefore, not truly representative of various grades tested. A narrative description and observations of each chart and table are provided. Conclusions and recommendations are structured within the context of stated cautions and limits. (GHM/LBD)

CALIFORNIA

11a ECS 332

California State Department of Education. Resource catalog for proficiency assessment, first revised edition. Redwood City, California: California State Department of Education, Educational Resources Center, November 1978, 20 p.

Document Type: G (Resource Guide)

Classification: *STATE-OF-THE-ART, With reference to local school districts; BIBLIOGRAPHIES, With reference to local school districts; COMPETENCIES, Specific areas by grades tested, Reading, Writing, Mathematics, Other; TEST INSTRUMENTS; TEST ADMINISTRATION; SCORING AND ANALYSIS; REPORTING/DISSEMINATION; USE AND IMPLICATIONS OF TEST RESULTS; RELATED ITEMS, Proficiency tests.

Available from: Educational Resources Center
San Mateo Superintendent of Schools
333 Main Street
Redwood City, California 94063

Cost: 75¢ microfiche, 20¢ photocopy page, $2-handling, payment must accompany order

This catalog is for California educators who want more information on competency-based education and proficiency assessment. The list is divided into sources of information on (1) proficiency assessment in general, (2) specific subject competencies, (3) tests and testing, -- all are annotated and available from SMERC. The part on proficiency assessment has sections on general information, California programs, vocational and career education, adult education and specific education information. The part on specific subject competencies has sections on language arts, mathematics, other subjects and multiple subjects. Materials not available from SMERC are listed in a separate section. (Author/GHM)

11b ECS 332 B

California State Department of Education. Resource catalog for proficiency assessment. Redwood City, California; Educational Resources Center, California State Department of Education, August 1977, 19 p.

Document Type: G (Resource Guide)

Classification: *STATE-OF-THE-ART, With reference to local school districts; *BIBLIOGRAPHIES, With reference to local school districts; COMPETENCIES, Specific areas by grades tested, Reading, Writing, Mathematics, Other; TEST INSTRUMENTS; TEST ADMINISTRATION; SCORING AND ANALYSIS; REPORTING/DISSEMINATION; USE AND IMPLICATIONS OF TEST RESULTS; RELATED ITEMS, Proficiency tests.

Available from:
Educational Resources Center
San Mateo Superintendent of Schools
333 Main Street
Redwood City, California 94063

Cost: 35¢ per microfiche, 15¢ per photocopy page, $3.00 minimum billing

This catalog is for California educators who want more information on competency-based education and proficiency assessment. The list is divided into sources of information on (1) proficiency assessment in general, (2) specific subject competencies, (3) tests and testing, -- all are annotated and available from SMERC. The part on proficiency assessment has sections on general information, California programs, vocational and career education, adult education and specific education information. The part on specific subject competencies has sections on language arts, mathematics, other subjects and multiple subjects. Materials not available from SMERC are listed in a separate section. (Author/GHM)

California State Department of Education. Sample assessment of exercises, manual for proficiency assessment, vol. 1, sample exercises. Sacramento, California: California State Department of Education, 1978, 389 p.

Document Type:	Q (Tests), G (Resource Guide)
Classification:	*TEST INSTRUMENTS, Responsibility, State; TEST INSTRUMENTS, Source, Developed in-house; TEST ADMINISTRATION, Management of administration, State responsibility, Local responsibility.
Available from:	California State Department of Education 721 Capitol Mall Sacramento, California 95814 (916) 445-4338
Cost:	No charge, subject to handling fees.

This manual of Sample Assessment Exercises was prepared in compliance with AB 3408 and AB 65 by the State Department for use in California school districts to develop procedures to assess student proficiency in reading comprehension, writing, and computation at grades seven through eleven. The volume has an introduction with legal requirements and technical assistance. The items are presented in three models: school context, functional transfer, and applied performance. District personnel should read the introduction and the narrative sections preceding the sample items as well as the "How to Use SAEM" section. See also, Volume II, item statistics, as the two volumes should be used together. (Author/GHM)

13 ECS 724

California State Department of Education. Sample assessment exercise manual for statistics for grades 7, 9 and 11. Sacramento, California: California State Department of Education, 1978, over 400 pages.

Document Type: G (Resource Guide)

Classification: *TEST INSTRUMENTS, Responsibility, State; TEST INSTRUMENTS, Source, Developed in-house; TEST ADMINISTRATION, Management of administration, State responsibility, Local responsibility.

Available from: California State Department of Education
721 Capitol Mall
Sacramento, California 95814
(916) 445-4338

Cost: No charge, subject to handling fees.

This manual is a companion to volume I of Sample Assessment Exercises and contains item statistics which should be used with the items in volume I. The volume contains sections on field testing, use of item statistics and item statistics. District personnel are encouraged to read "The Field Test" and How to Use the Item Statistics. It was prepared by the State Department for use in California school districts and assesses student proficiency in reading comprehension, writing, and computation at grades seven through eleven. (Author/GHM)

Hagen, P. F., & Mendenhall, G. V. Evaluation of the strengths and weaknesses of the academic program of the Pasadena unified school district based upon the results of the spring 1976 achievement testing program. Pasadena, California: Pasadena Unified School District, October 1976, #75/76-20, 281 p.

Document Type:	R (Research Report)
Classification:	*PROGRAM EVALUATION
Available from:	Pasadena Unified School District Department of Planning, Research and Development 351 South Hudson Avenue Pasadena, California 91109
Cost:	No charge, subject to handling fees.

This report was prepared for the district board of education, the school superintendent, his administrative staff and the community at large. Its contents are: Section I. Needs Assessment, Section II. Academic Growth by School, Section III. Student Performance (by ethnic group) between April 1975 and April 1976, Section IV. Academic Achievement by Subject Area and Grade Level, Section V. California Physical Performance Tests. Two appendices include "Median Student Performance" and "What Tests Measure." (GHM)

15 ECS 458

San Francisco Unified School District. Board of education policy, article 6 instruction, minimum standards testing - elementary and middle schools. San Francisco, California: San Francisco Unified School District, August 23, 1978, 1 p.

Document Type: O (Publicity Information)

Classification: *LEGISLATIVE AND POLICY HISTORY, Local board action; TEST ADMINISTRATION; REPORTING/DISSEMINATION.

Available from: San Francisco Unified School District
135 Van Ness Avenue
San Francisco, California 94102

Cost: No charge, subject to handling fees.

This is a general notice of instructions and the sequence of events in administration of minimum standards testing program for grades 3, 5, and 8. (GHM)

16 ECS 459

San Francisco Unified School District. Board of education policy, article to instruction, high school proficiency testing and remediation policy. San Francisco, California: San Francisco Unified School District, August 23, 1978, 2 p.

Document Type: O (Publicity Information)

Classification: *LEGISLATIVE AND POLICY HISTORY, Local board action; TEST ADMINISTRATION; REPORTING/DISSEMINATION.

Available from: San Francisco Unified School District
135 Van Ness Avenue
San Francisco, California 94102

Cost: No charge, subject to handling fees.

This is a general notice of instructions and the sequence of events regarding the administration of high school proficiency testing and remediation policy projected for students in the graduating class of June 1981. (GHM)

17 ECS 460

San Francisco Unified School District. Board of education policy, article to instruction, high school proficiency testing-reading, writing and mathematics. San Francisco, California: San Francisco Unified School District, August 23, 1978, 8 p.

Document Type: O (Board Policy Statement]

Classification: *COMPETENCIES, Specific areas by grades tested, Reading, Writing, Mathematics.

Available from: San Francisco Unified School District
135 Van Ness Avenue
San Francisco, California 94102

Cost: No charge, subject to handling fees.

This is a statement of competency objectives and competency performance indicators for reading, writing and mathematics. (GHM)

San Francisco Unified School District. Letters to parents. San Francisco, California: San Francisco Unified School District, 1977, 5 p.

Document Type:	O (Other)
Classification:	*COMPETENCIES, Specific areas by grades tested, Reading, Mathematics; REPORTING/DISSEMINATION, Reports sent to, Parents.
Available from:	San Francisco Unified School District 135 Van Ness Avenue San Francisco, California 94102
Cost:	No charge, subject to handling fees.

Letters written in English, Chinese, Filipino and Spanish sent to parents explaining that "Standard Tests in Reading and Mathematics" are to be given to each student and, if the student needs it, an opportunity for another chance; also, parent-teacher-student conferences will be held. (GHM)

19 ECS 457

San Francisco Unified School District. Mathematics and your child, a parent's guide. San Francisco, California: San Francisco Unified School District, 1978, 18 p.

Document Type:	G (Guide)
Classification:	*COMPETENCIES, Specific areas by grades tested, Mathematics; REPORTING/DISSEMINATION, Reports sent to, Parents.
Available from:	San Francisco Unified School District 135 Van Ness Avenue San Francisco, California 94102
Cost:	No charge, subject to handling fees.

This guide is written to assist the parent with home study for the child. This booklet is divided into two parts. Part One explains the skills on the Third Grade Minimum Standards Mathematics Test and gives examples. Part Two contains general suggestions and activities for working with your child. A packet of materials is included that you might use in helping your child learn specific skills. (Author/GHM)

San Francisco Unified School Districts. Reading and your child, a parent's guide to reading skills, teacher's edition. San Francisco, California: San Francisco Unified School District, 4 p.

Document Type:	G (Teaching Guide)
Classification:	*COMPETENCIES, Specific areas by grades tested, Reading; REPORTING/DISSEMINATION, Reports sent to, Parents.
Available from:	San Francisco Unified School District 135 Van Ness Avenue San Francisco, California 94102
Cost:	No charge, subject to handling fees.

This guide was written for parents of children who did not get a passing score on the 3rd grade reading test. It makes suggestions of how the parent can help the child. (GHM)

21 ECS 456

San Francisco Unified School District. Reading and your child, a parent's guide to reading skills. San Francisco, California: San Francisco Unified School District, 1978, 18 p.

Document Type:	G (Guide)
Classification:	*COMPETENCIES, Specific areas by grades tested, Reading; REPORTING/DISSEMINATION, Reports sent to, Parents.
Available from:	San Francisco Unified School District 135 Van Ness Avenue San Francisco, California 94102
Cost:	No charge, subject to handling fees.

This guide is written for parents to help them work with the teacher as a team. The booklet is divided into three parts. Part One is made up of general suggestions for helping the child read better. Part Two explains the skills on the Third Grade Minimum Standards Reading Test and gives some examples. Part Three is a packet of materials that the parent can use to help the child learn specific skills. (Author/GHM)

San Francisco Unified School District. Third grade minimum standards test, teacher's manual. San Francisco, California: San Francisco Unified School District, 1977 revised April 1978, 15 p.

Document Type:	C (Curriculum Guide), G (Teachers Guide)
Classification:	*COMPETENCIES, Specific areas by grades tested, Reading, Mathematics.
Available from:	San Francisco Unified School District 135 Van Ness Avenue San Francisco, California 94102
Cost:	No charge, subject to handling fees.

This manual for the third grade teacher gives the purpose of the test, skills tested and performance expected, along with directions for administering the tests in reading and mathematics. (GHM)

23 ECS 453

San Francisco Unified School District. Third grade minimum standards test: mathematics. San Francisco, California: San Francisco Unified School District, 1977, 13 p.

Document Type: Q (Tests)

Classification: *TEST INSTRUMENTS, Responsibility, State; COMPETENCIES, Specific areas by grades tested, Mathematics.

Available from:
San Francisco Unified School District
Office of the Superintendent
135 Van Ness Avenue
San Francisco, California 94102

Cost: No charge, subject to handling fees.

This mathematics test for 3rd grade contains eleven items. (GHM)

24 ECS 454

San Francisco Unified School District. Third grade minimum standards test: reading. San Francisco, California: San Francisco Unified School District, 1977, 7 p.

Document Type: Q (Tests)

Classification: *TEST INSTRUMENTS, Responsibility, State; COMPETENCIES, Specific areas by grades tested, Reading.

Available from: San Francisco Unified School District
135 Van Ness Avenue
San Francisco, California 94102

Cost: No charge, subject to handling fees.

This reading test for 3rd grade contains 49 items. (GHM)

COLORADO

25 ECS 475

Colorado Department of Education. Competency based education and accountability, a Colorado Department of Education resource paper. Denver, Colorado: Colorado Department of Education, June 1978, 63 p.

Document Type:	R (Studies)
Classification:	*STATE-OF-THE-ART, With reference to states; LEGISLATIVE AND POLICY HISTORY, Legislative action, State board action; FUTURE DIRECTIONS; RESEARCH, State initiated.
Available from:	Colorado Department of Education State Office Building Denver, Colorado 80203 (303) 839-2212
Cost:	No charge, subject to handling fees.

This paper was written as a distillation of in-depth deliberations and study of the task force and Department of Education staff. Sections I and II provide information regarding the growth of the accountability movement nationally and in Colorado. An explanation of how minimum competency testing emerged from this movement is then offered. Information regarding the minimum competency testing trend is summarized in Section III. In Section IV the committee identifies major issues regarding competency testing and suggests any group planning the future of accountability and competency based education in Colorado address these issues. Five alternative futures for accountability and competency based education comprise Section V and the task force recommendations are found in Section VI. (GHM)

26 ECS 474

Colorado Department of Education. Procedure for evaluation within the accountability process. Denver, Colorado: Colorado Department of Education, August 1974, 6 p.

Document Type: G (Guides)

Classification: *PROGRAM EVALUATION

Available from: Colorado Department of Education
State Office Building
Denver, Colorado 80203
(303) 839-2212

Cost: No charge, subject to handling fees.

This guide was prepared by the Department of Education for local school districts and individual schools. It details the process by first describing the evaluation procedure and what is measured; then it discusses infromation gathering, reporting the information and facts gathered, use of the information and facts, and finally, results from the use of the information. (GHM)

Colorado Department of Education. Pupil progress in Colorado, a report on achievement of basic skills. Denver, Colorado: Colorado Department of Education, 1978, 6 p.

Document Type: O (Publicity Brochure)

Classification: *REPORTING/DISSEMINATION

Available from: Pupil Progress in Colorado Report
Colorado Department of Education
1362 Lincoln Street
Denver, Colorado 80203
(303) 839-2111

Cost: No charge, subject to handling fees.

This illustrated brief report of pupil achievement in Colorado is designed for public/media. It gives a briefer version of items reported in #478. (GHM)

Colorado Department of Education. Report of the Colorado Task Force on Quality Education. Denver, Colorado: Colorado Department of Education, January 4, 1979, 13 p.

Document Type: R (Study Report)

Classification: *STATE-OF-THE-ART, With reference to states

Available from: Colorado Department of Education
Office of Program Development
State Office Building
Denver, Colorado 80203
(303) 839-2212

Cost: No charge, subject to handling fees.

This paper represents the findings and conclusions of the Task Force on Quality Education regarding the effectiveness of Colorado K-12 public schools and contains recommendations regarding the means to continually improve the education of Colorado's school students. (Colorado Department of Education)

29 ECS 468

Colorado Department of Education. Rules Educational Accountability Act of 1971. Denver, Colorado: Colorado Department of Education, July 1975, 6 p.

Document Type: G (Administrative Guide)

Classification: *LEGISLATIVE AND POLICY HISTORY, State board action.

Available from: Colorado Department of Education
State Office Building
Denver, Colorado 80203

Cost: No charge, subject to handling fees.

In accordance with the Educational Accountability Act of 1971, these rules were adopted by the Colorado Board of Education and contain required actions of local boards, local accountability advisory committees, details of the local accountability programs; functions of the state board of education, state department of education and state accountability advisory committee duties. (GHM)

DePew, K. & Hennes, J. Overview of educational accountability in Colorado for 1976-77. Annual report for 1976-77 on the educational accountability law. Denver, Colorado: Colorado Department of Education, April 1978, 36 p.

Document Type:	R (Research Report)
Classification:	*LEGISLATIVE AND POLICY HISTORY, State board action; REPORTING/DISSEMINATION, Reports sent to, Legislators; RESEARCH, State initiated
Available from:	Colorado Department of Education State Office Building Denver, Colorado 80203 (303) 839-1212
Cost:	No charge, subject to handling fees.

This seventh annual report to the Colorado General Assembly in compliance with the Educational Accountability Act cites the ways 180 of Colorado's 181 school districts reported their progress and places them in one of five categories according to their state of development in the planning/accountability process. (GHM)

31 ECS 478

Freden, S., & Hennes, J. Pupil progress in Colorado, a report on student achievement of basic skills. Denver, Colorado; Colorado Department of Education, 1978, 29 p.

Document Type:	R (Research Report)
Classification:	*USE AND IMPLICATIONS OF TEST RESULTS.
Available from:	Colorado Department of Education State Office Building Denver, Colorado 80203
Cost:	No charge, subject to handling fees.

This report for general dissemination to parents, students, administrators and public/media indicates Colorado has a variety of educational and assessment programs and Colorado students in general score above national averages. In compliance with the Educational Accountability Act of 1971 students are assessed. Pupil progress is shown by district reports and also college entrance exams. The basic skills program and improvement of basic skills are detailed. The study methodology is one of the appendices. (GHM)

CONNECTICUT

Connecticut Department of Education. Connecticut assessment of educational progress 1977-78. Hartford, Connecticut: Connecticut Department of Education, 12 p.

Document Type:	0 (Brochure)
Classification:	*STATE-OF-THE-ART, With reference to states; *REPORTING/DISSEMINATION, Reports sent to, Students, Parents, Teachers, Boards of education, School administrators, Legislators, Public/media.
Available from:	Connecticut State Department of Education P.O. Box 2219 Hartford, Connecticut 06115 (203) 566-5371
Cost:	No charge, subject to handling fees.

This is a brochure describing the Connecticut Assessment of Educational Progress which gathers information on 9-13-17-year-olds as well as young adults. Subject areas included are (1) citizenship and social studies and (2) career education. National Evaluation Systems, Inc., (NES) is the contracting agency which assists the Connecticut Department of Education in its implementation of assessment programs. (GHM)

DELAWARE

33 ECS 756

Delaware Department of Education. Goal-directed performance-based instruction. Dover, Delaware: Delaware Department of Education, 6 p.

Document Type:	K (Program/Project Descriptions)
Classification:	*LEGISLATIVE AND POLICY HISTORY, State board action; REPORTING/DISSEMINATION.
Available from:	Public Information Office State Department of Public Instruction Dover, Delaware 19901
Cost:	No charge, subject to handling fees.

This pamphlet outlines the role of the school district, the department of public instruction and the parent in Delaware's state plan for goal-directed and performance-based instruction. (MVD)

Delaware Department of Education. State plan for goal-directed and performance-based instruction. Dover, Delaware: Delaware Department of Education, July, 1979, 39 p.

Document Type: K (Program/Project Descriptions)

Classification: *LEGISLATIVE AND POLICY HISTORY, State board action; *COMPETENCIES, Specific areas by grades tested, Reading, Writing, Mathematics.

Available from: Public Information Office
State Department of Public Instruction
Dover, Delaware 19901

Cost: No charge, subject to handling fees.

This document describes Delaware's minimum competency plan and discusses statewide educational goals and objectives, student objectives, parental involvement, levels of performance, assessment and evaluation, and promotion policy. Minimal performance requirements are included for reading, writing and mathematics with procedures for assessing and monitoring each component. (MVD)

FLORIDA

35 ECS 431

Fisher, T. H., & Loewe, K. L. Use of the anchor test study in a statewide or large scale assessment program. Tallahassee, Florida: Florida Department of Education, June 1977, 7 p.

Document Type: S (Conference Paper)

Classification: *TEST INSTRUMENTS; RESEARCH, State initiated; COMPETENCIES, Specific areas by grades tested, Reading.

Available from: Florida Department of Education
State Capitol
Tallahassee, Florida 32304
(904) 487-1785

Cost: No charge, subject to handling fees.

This paper was presented at the 7th Annual NAEP Conference on Large-Scale Assessment in Boulder, Colorado, in June of 1977 and reports the project of the Florida Department of Education which demonstrated the feasibility of utilizing the ETS Anchor Test study as a means of deriving national norms in reading for Florida students. The procedure and results, as well as problems encountered, are covered. It was successfully completed at grade five. (GHM)

Florida Department of Education. Educational Accountability Act 1976, Tallahassee, Florida: Florida Department of Education, 8 p.

Document Type: H (Legislation)

Classification: *LEGISLATIVE AND POLICY HISTORY, Legislative action.

Available from: Florida Department of Education
State Capitol
Tallahassee, Florida 32304

Cost: No charge, subject to handling fees.

This is the legislation which provides for a system of accountability in Florida and directs the commissioner to implement a program of statewide assessment testing. (GHM)

37

ECS 432

Florida Department of Education. Florida statewide assessment program: Basic skills test results 1977-78. Tallahassee, Florida: Florida Department of Education, 8 p.

Document Type: R (Report)

Classification: *REPORTING/DISSEMINATION; STATE-OF-THE-ART; COMPETENCIES, Specific areas by grades tested, Reading, Writing, Mathematics,

Available from: Florida Department of Education
Student Assessment Section
Knott Building
Tallahassee, Florida 32301
(904) 488-8198

Cost: No charge, subject to handling fees.

Basic skills tests were administered to all Florida public school students in grades three, five, eight and eleven in October 1977. This brochure describes the results by grade and by broad categories in communication skills and mathematics. (LBD)

38 ECS 420

Florida Department of Education. Florida statewide assessment program: Capsule report 1975-76. Tallahassee, Florida: Florida Department of Education, 12 p.

Document Type:	R (Report)
Classification:	*REPORTING/DISSEMINATION, Boards of education, School administrators, Legislators, Public/media; COMPETENCIES, Specific areas by grades tested, Reading, Writing, Mathematics.
Available from:	Florida Department of Education State Capitol Tallahassee, Florida 32304 (904) 487-1785
Cost:	No charge, subject to handling fees.

This report summarizes the achievement levels of students in grades 3 and 6 in the areas of reading, writing and mathematics. (GHM)

39 ECS 421

Florida Department of Education. Florida statewide assessment program: everyone's concern, Tallahasee, Florida: Florida Department of Education.

Document Type:	R (Report)
Classification:	*REPORTING/DISSEMINATION: STATE-OF-THE-ART; COMPETENCIES, Reading, Writing, Mathematics.
Available from:	Florida Department of Education Division of Public Schools Student Assessment Section Tallahassee, Florida 32304 (909) 487-1785
Cost:	No charge, subject to handling fees.

This brochure from the Commissioner reports the findings of tests similar to those of the National Assessment of Educational Progress (NAEP) comparing the achievement of Florida students ages 9-13 and 17 to that of students throughout the country in reading and mathematics. (GHM)

Florida Department of Education. Florida statewide assessment program 1977-78, grade 3, teacher's edition. Tallahassee, Florida: Florida Department of Education, 1977, 28 p.

Document Type: Q (Tests)

Classification: *TEST INSTRUMENTS, Source, Developed in-house.

Available from: Florida Department of Education
State Capitol
Tallahassee, Florida 32304
(904) 487-1785

Cost: No charge, subject to handling fees.

This is a teacher's edition of test packages for communication and mathematics for grades 3, 5, 8 and 11. The packages are separate and copyrighted by the State of Florida. (GHM)

41 ECS 428

Florida Department of Education. Florida statewide assessment program, 1977-78, grade 5, teacher's edition. Tallahassee, Florida; Florida Department of Education, 1977, 36 p.

Document Type:	Q (Tests)
Classification:	*COMPETENCIES, Reading, Writing, Mathematics; TEST INSTRUMENTS, Response mode, All paper-and-pencil.
Available from:	Florida Department of Education State Capitol Tallahassee, Florida 32304
Cost:	No charge, subject to handling fees.

This document is the teacher's edition of the grade 5 Florida statewide assessment test for mathematics and communication skills. Two hundred thirty-four questions and answers are given. (GHM)

Florida Department of Education. Florida statewide assessment program 1977-78, grade 8, teacher's edition. Tallahassee, Florida: Florida Department of Education, 1977, 48 p.

Document Type:	Q (Tests)
Classification:	*COMPETENCIES, Specific areas, Reading, Writing, Mathematics; TEST INSTRUMENTS.
Available from:	Florida Department of Education State Capitol Tallahassee, Florida 32304 (904) 487-1785

This document is the teacher's edition of the grade 8 Florida statewide assessment test for mathematics and communication skills; 276 questions with answers are given. (GHM)

43 ECS 434

Florida Department of Education. Florida statewide assessment program: results 1976-77. Tallahassee, Florida: Florida Department of Education, May 1978, 6 p.

Document Type: R (Report)

Classification: *REPORTING/DISSEMINATION: STATE-OF-THE-ART: COMPETENCIES: Reading, Writing, Mathematics

Available from:
Florida Department of Education
Division of Public Schools
Student Assessment Section
Tallahassee, Florida 32304
(904) 487-1785

Cost: No charge, subject to handling fees.

This brochure gives results of the October 1976-77 3rd and 5th grade assessment tests in communication skills and mathematics. Results revealed competencies and weaknesses in both subject areas, and factors which influenced these results are given. (LBD)

ECS 424

Florida Department of Education. Florida statewide assessment program: state and district report of results 1976-77. Tallahassee, Florida: Florida Department of Education, April 1977, 19 p.

Document Type:	R (Report)
Classification:	*REPORTING/DISSEMINATION; SCORING AND ANALYSIS
Available from:	Florida Department of Education Division of Public Schools Student Assessment Section Tallahassee, Florida 32304 (904) 487-1785
Cost:	No charge, subject to handling fees.

This report contains the state and district percentages of achievement based on the 1976-77 Statewide Assessment of communication skills (reading and writing) and mathematics. (GHM)

45 ECS 426

Florida Department of Education. Florida statewide assessment program: 1976-77 technical report. Tallahassee, Florida: Florida Department of Education, 58 p.

Document Type: R (Technical Report)

Classification: *TEST INSTRUMENTS, Technical characteristics; STANDARDS AND STANDARD SETTING, Basis; COMPETENCIES, Specific areas by grades tested, Reading, Writing, Mathematics.

Available from: Student Assessment Section
Bureau of Program Support Services
Division of Public Schools
Department of Education
Tallahassee, Florida 32304
(904) 487-1785

Cost: No charge, subject to handling fees.

This technical report is divided into five parts as follows; Part One, Introduction: New Features of the 1976-77 Assessment, Description of Test Instrument, Administration Procedures, Analysis of Results; Part Two, Technical Characteristics of the Instruments: Content Validity, Development of Statewide Minimal Objectives, Relationship Between Objectives and Test Items, Reliability, Discrimination; Part Three, Percentile Rank and Standard Norms; Part Four, Statewide Results: Objective Achievement Rates Statewide, Analysis of Total Number of Objectives Achieved; and Part Five, Summary. (GHM)

Florida Department of Education. Minimum student performance standards for Florida schools 1977-78, 1978-79, 1979-80, grades 3 and 5, reading, writing and mathematics. Tallahassee, Florida: Florida Department of Education, 1977, 24 p.

Document Type:	G (Guide)
Classification:	*COMPETENCIES, Specific areas, Reading, Writing, Mathematics.
Available from:	Performance Standards Section Florida Department of Education Tallahassee, Florida 32304
Cost:	No charge, subject to handling fees.

This guide, developed for Florida teachers, curriculum specialists and the general public, gives background criteria and preparation of the statewide minimum standards. The statewide minimum student performance standards represent basic skills in reading, writing, and mathematics. The standard statements are written primarily to communicate with the general public. Skill statements are written primarily for teachers and curriculum specialists. Skill statements are shown at the grade level mastery is first expected. Mastery of a skill is expected to be maintained at each succeeding progression level with more difficult materials appropriate for that level. Subjects covered and grades are as indicated in the subtitle. (GHM)

47 ECS 440

Florida Department of Education. Minimum student performance standards for Florida schools 1977-78, 1978-79, 1979-80, grades 8 and 11, reading, writing and mathematics. Tallahassee, Florida: Florida Department of Education, 1977, 32 p.

Document Type: G (Guide)

Classification: *COMPETENCIES, Specific areas by grades tested, Reading, Writing, Mathematics.

Available from: Performance Standards Section
Florida Department of Education
Tallahassee, Florida 32304
(904) 487-1785

Cost: No charge, subject to handling fees.

This guide, developed for Florida teachers, curriculum specialists and the general public, gives background criteria and preparation of the statewide minimum standards. The statewide minimum student performance standards represent basic skills in reading, writing, and mathematics. The standard statements are written primarily to communicate with the general public. Skill statements are written primarily for teachers and curriculum specialists. Skill statements are shown at the grade level mastery is first expected. Mastery of a skill is expected to be maintained at each succeeding progression level with more difficult materials appropriate for that level. Subjects covered and grades are as indicated in the subtitle. (Author/GHM)

Florida Department of Education. State student assessment test, part 2, answers to your questions. Tallahassee, Florida: Florida Department of Education, 25 p.

Document Type: K (Program Description)

Classification: *REPORTING/DISSEMINATION

Available from: Florida Department of Education
State Capitol
Tallahassee, Florida 32304
(904) 487-1785

Cost: No charge, subject to handling fees.

This brochure, in question-and-answer format, describes the State Student Assessment Test, Part 2 and contains sample questions. (GHM)

Florida Department of Education. State student assessment test part 2. Tallahassee, Florida: Florida Department of Education, 10 p.

Document Type:	K (Program Description)
Classification:	*REPORTING/DISSEMINATION
Available from:	Student Assessment Section Florida Department of Education State Capitol Tallahassee, Florida 32304 (904) 487-1785
Cost:	No charge, subject to handling fees.

This descriptive brochure outlines the four requirements to pass the State Student Assessment Test (SSAT) Part 2. This is a promotional and explanatory piece. (GHM)

Florida Department of Education. Summary of mathematics results: Florida compared to the nation 1974-75. Tallahassee, Florida: Florida Department of Education, 25 p.

Document Type: R (Report)

Classification: *REPORTING/DISSEMINATION; STATE-OF-THE-ART; COMPETENCIES, Mathematics.

Available from: Florida Department of Education
Division of Public Schools
Student Assessment Section
Tallahassee, Florida 32304
(904) 488-8198

Cost: No charge, subject to handling fees.

This report gives results of 1974-75 Florida special assessment of mathematics for students ages 9-13 and 17 based on the National Assessment of Educational Progress (NAEP) and compares them with the nation and the Southwest. Sex, race and community, education of parents, mathematics materials in the home, Spanish as a native language are factors which were noted. (GHM)

51 ECS 425

Florida Department of Education. Summary of reading results: Florida compared to the nation 1974-75. Tallahassee, Florida; Florida Department of Education, 8 p.

Document Type: R (Report)

Classification: *REPORTING/DISSEMINATION; STATE-OF-THE-ART; COMPETENCIES, Specific areas by grades tested, Reading; RESEARCH, State initiated.

Available from: Florida Department of Education
Division of Public Schools
Student Assessment Section
Tallahassee, Florida 32304
(904) 488-8198

Cost: No charge, subject to handling fees.

This report gives results of 1974-75 Florida special assessment of reading for students ages 9-13 and 17 based on the National Assessment of Educational Progress (NAEP) and compares them with the nation and the Southwest. Sex, race and community, education of parents, reading materials in the home, Spanish as a native language are factors which were noted. (GHM)

Florida Department of Education. The test, some highlights of 1978-79 Florida functional literacy test results. Tallahassee, Florida: Florida Department of Education, 6 p.

Document Type:	R (Report)
Classification:	*REPORTING/DISSEMINATION; STATE-OF-THE-ART; COMPETENCIES, Specific areas by grades tested, Reading, Writing.
Available from:	Florida Department of Education Division of Public Schools Student Assessment Section Tallahassee, Florida 32304 (904) 487-1785
Cost:	No charge, subject to handling fees.

1977 and 1978 results of Functional Literacy Test, now known as the State Student Assessment Test Part II (SSAT-II), are compared in this brochure. Results show an increase in the number of students who passed the test in 1978 as compared to 1977, but some areas of study show a need for improvement. (LBD)

53 ECS 441

Florida Education Council. Improving achievement in basic skills. Tallahassee, Florida; Florida Department of Education, July 22, 1978, 29 p.

Document Type: R (Reasearch Report)

Classification: *SCORING AND ANALYSIS; USE AND IMPLICATIONS OF TEST RESULTS

Available from: Florida Department of Education
State Capitol
Tallahassee, Florida 32304
(904) 487-1785

Cost: No charge, subject to handling fees.

The Florida Education Council is established by Florida law to help achieve the aims of the Education Commission of the States (ECS). Its members include the 7 ECS commissioners and ten other persons, making the group broadly representative of the educational aspirations of the people of Florida. This report updates information on Florida's testing program which has received a legal challenge "by the parent of a child who answered correctly 94 percent of the items (questions) on the eleventh grade basic skills test yet was still deemed deficient in some required skills and was, therefore, given remedial work." The actions of the State Board of Education following a hearing on the scoring problem, resulting from that challenge, but which was a debate on the testing program, is included.

The council's seven recommendations based on several studies and reports reviewed briefly in this paper are given. Chapters in the report are: summary and recommendations; introduction; what are the basic skills?; magnitude of the problem; causes of the problem; strategies for increasing student achievement in basic skills; collateral issues related to the functional literacy and an appendix which includes the test results on mathematics and communication skill achievement for each district. (GHM)

Tyler, R.W. The Florida accountability program: An evaluation of its educational soundness and implementation. Tallahassee, Florida: Florida Teaching Profession-NEA, July 1978. 24 p.

Document Type:	R (Research Report)
Classification:	*REPORTING/DISSEMINATION, Reports sent to Students, Parents, Teachers, Boards of education, School administrators, Legislators, Public/media; *PROVISIONS FOR SPECIAL POPULATION, Formal provisions for, Minority(racial students); COMPETENCIES.
Available from:	Florida Teaching Profession-NEA 325 John Knox Road Tallahassee, Florida 32303 National Education Association 1201 16th Street Washington, D.C. 20036
Cost:	No charge, subject to handling fees.

This report was intended for "citizens, state and local board members, legislators and educators" and is a statement of the conclusions of a study about the Florida accountability system, particularly the Minimum Competency Testing Program. It evaluates (1) the educational soundness of the plan and (2) implementation of the plan. The report includes sections as follows: comments on the Act; the quality of implementation; the tests given students in the eleventh grade: the basic skills tests in grades 3, 5, and 8; minority issues; students with special learning needs; teacher evaluation; and suggestions for the future. The panel found the implementation plan to be faulty and recommended that primary responsibility needs to go to local schools (buildings) so that standards and promotion requirements will be realistic and assistance from the State Department should be given local districts in several specific ways. Commissioned as an unbiased study by the Florida NEA, critics say that the panel was biased because the Florida NEA had previously voiced opposition to Minimum Competency Testing. (Author/GHM)

GEORGIA

55 ECS 488

Georgia Department of Education. Basic skills, student assessment program. Atlanta, Georgia: Georgia Department of Education, September 27, 1978, 5 p.

Document Type:	K (Program/Project Description)
Classification:	*COMPETENCIES, Emphasis, Academic skills; COMPETENCIES, Specific areas by grades tested, Reading, Writing, Mathematics, Other.
Available from:	Georgia Department of Education Atlanta, Georgia 30334 (404) 656-2800
Cost:	No charge, subject to handling fees.

The student assessment plan described here is designed to measure basic language skills and other competencies. The plan provides a grade by grade review of the assessment plan with instructional disposition for each child described. (GG)

56 ECS 487

Georgia Department of Education. Competency based education progress report. Atlanta, Georgia: Georgia Department of Education, Competency Based Education Steering Committee, July 1978, 11p.

Document Type: R (Progress Report)

Classification: *USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma; COMPETENCIES, Emphasis, Both; STANDARDS AND STANDARD SETTING.

Available from: Georgia Department of Education
Atlanta, Georgia 30334
(404) 656-2800

Cost: No charge, subject to handling fees.

This progress report on competency based education reflects the following: 1) anticipated timeline for implementing new high school graduation requirements, 2) anticipated high school graduation requirements, 3) who will measure performance standards required for graduation, 4) what essential changes must be carried out to support new criteria, 5) what desirable changes will be developed throughout the five year plan, 6) what role will the steering committee/subcommittees perform. It also includes a rough draft of the essential life role skills of the *learner*, essential life role skills for role of the *individual*, essential life role skills of a *citizen*, essential life role skills of the *consumer*, and essential life role skills of the *producer*. (GG)

Georgia Department of Education. Criterion-referenced tests in Georgia schools, some questions and answers. Atlanta, Georgia: Georgia Department of Education, 1976, 18 p.

Document Type:	O (Booklet)
Classification:	*TEST INSTRUMENTS; TEST ADMINISTRATION; SCORING AND ANALYSIS.
Available from:	Georgia Department of Education Statewide Testing Program Division of Program and Staff Development Office of Instructional Services Atlanta, Georgia 30334 (404) 656-2800
Cost:	No charge, subject to handling fees.

Some questions and answers about Georgia's criterion-referenced tests such as: 1) what are criterion-referenced tests and how do they differ from norm-referenced tests, 2) why do the Georgia criterion-referenced tests measure only reading, mathematics, and career development, 3) what objectives are the new tests based on, 4) what about the reliability and validity of the new tests, 5) will the Georgia criterion-referenced test results help district and state education officials? (GG)

HAWAII

Hawaii Department of Education. Report of the task force on graduation requirements. Honolulu, Hawaii; Hawaii Department of Education, October 1978, 174 p.

Document Type: R (Report)

Classification: *USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma; GOALS AND PURPOSES; STANDARDS AND STANDARD SETTING, Source, State.

Available from: Office of Instructional Services
General Education Branch
Department of Education
P.O. Box 2360
Honolulu, Hawaii 96804
(808) 548-6583

This document was written for district superintendents, assistant superintendents, principals and teachers, and is divided into two parts. Part I in the short overview gives: (a) an introduction including the goals of the department of education; and (b) a Foundation Program objectives (1970) and a statement of the problems of graduation requirements. Part II, the section on Deliberations and Recommendations, details the graduation requirements and the administration of the Hawaii State Test of Essential Competencies in the 1978-79 school year. Also included are alternative ways of meeting course and credit requirements for graduation, including the General Education Development Test. The bulk of the report is devoted to the appendices, on pages 29-174, including the following: Task Force Roster; Operational Chart; Chronology of Activities; Development and Revisions of Performance Expectations; Credits, Courses and Program Improvement; Criteria for Reviewing Hawaii Essential Competencies; Public Validation of Essential Competencies; Proposed Revisions to Policies and Regulations; Report on Alternatives for Meeting Course and Credit Requirements for Graduation-The Plan; Credit by Examination; The Evaluation of the Graduation Requirements, 1978-1985; Reported Dissemination Activities. (GHM)

Hawaii Department of Education. Student performance expectations of foundation program. December 1977, 108 p.

Document Type:	G (Guide)
Classification:	*COMPETENCIES, Emphasis, Academic and life skills; *COMPETENCIES, Specific areas by grades tested.
Available from:	Office of Instructional Services General Education Branch Department of Education P.O. Box 2360 Honolulu, Hawaii 96804 (808) 548-6538
Cost:	No charge, subject to handling fees.

Written for teachers and administrators, this document provides statements of student behavioral outcomes desired as a result of instruction so that the years of public schooling in Hawaii contribute to each student's full development. "Essential competencies," not minimum competency testing, is the term used in Hawaii. The document contains an Overview, Part I, Part II, and an appendix. The Overview states the eight Foundation Program Objectives established by the Department of Education and which serve as a basis for curriculum and instruction. Part I details each objective by grade and cluster. Grades specified are 3, 6, 8, 10, and 12. Section A contains: (1) strands, performance descriptions for each strand, and (where appropriate) essential competencies related to the performance descriptions; and (2) performance expectations for each Foundation Program Objective by grades and clusters. Section B shows performance expectations for each grade by Foundation Program Objectives and by clusters. Part II cites Student Performance Expectations according to Instructional areas, grades and clusters. Appendix A states the criteria required for the performance expectations. Appendix B details steps in the development of performance expectations. Appendix C enumerates "essential competencies" and details the method of selection. The appendices indicate that Northwest Regional Educational Laboratory was a consultant to the Hawaii Department of Education. The instruction areas include 15 subjects, namely: Agriculture; Art; Asian, European and Pacific Languages; Basic Practical Arts; Business Education; Health; Home Economics; Industrial Arts; Industrial-Technical Education; Language Arts; Mathematics; Music; Physical Education; Science; Social Studies and 6 thematic and activity areas, namely: Career Education; Environmental Education; Guidance; Library Skills; Student Activities; Values Education. (GHM)

60

Hawaii State Department of Education. Framework for Department of Education curriculum improvement 1976-1981. Honolulu, Hawaii: Office of Instructional Services/General Education Branch, Department of Education, March 1979, 24 p.

Document Type: C (curriculum Guides); G (Teaching Guides)

Classification: *COMPETENCIES, Emphasis, Academic and life skills; LEGISLATIVE AND POLICY HISTORY, State board action; USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma.

Available from:
Office of Instructional Services
General Education Branch
State Department of Education
P.O. Box 2360
Honolulu, Hawaii 98604
(808) 548-6583

Cost: No charge, subject to handling fees.

This document for school administrators identifies critical curriculum improvement actions for the state of Hawaii over the six-year period, 1976-1981. This framework includes consideration for responding to criticism of the Legislative Auditor in 1973 through plans for curriculum improvement activities and efforts to strengthen the Department's curriculum management system in three phases, covering different time periods: Phase I 1976-77, Phase II 1977-78, and Phase III 1978-81. Goals, assumptions, objectives, major issues and major tasks are given for each phase. This report could be utilized by other states for implementing and planning a competency testing program. A glossary of terms used in Hawaii and in competency testing programs is included on p. 23. (GHM)

IDAHO

61 ECS 194

Idaho Department of Education. Guidelines for administering Idaho's proficiency testing. Boise, Idaho: Idaho State Board of Education, February 3, 1977, 9 p.

Document Type:	G (Guide)
Classification:	*SCORING AND ANALYSIS; REPORTING/DISSEMINATION; USE AND IMPLICATIONS OF TEST RESULTS, For students, High school Diploma; PROFICIENCY TESTS.
Available from:	Idaho State Board of Education Len B. Jordan Office Building Boise, Idaho 83720
Cost:	No charge, subject to handling fees.

For school personnel and parents implementing Idaho's proficiency testing program, this guide outlines responsibilities of the State Department of Education, the district, and the principal. Specific information concerning testing dates, scoring, results, record-keeping and security is given as well as eligibility criteria. (GHM)

State of Idaho, Department of Education. Idaho proficiency testing program, district coordinator's manual. Boise, Idaho: Department of Education, February 1977, 22 p.

Document Type:	K (Implementation Efforts)
Classification:	*COMPETENCIES, Specific areas, Reading, Writing, Mathematics; *TEST INSTRUMENTS; TEST ADMINISTRATION.
Available from:	State of Idaho Department of Education Len B. Jordan Office Building Boise, Idaho 83720
Cost:	No charge, subject to handling fees.

This manual gives explanation of tests, roles and responsibilities of Board of Education in administering tests, specific tasks of district coordinators, lists of basic proficiencies in reading, mathematics, writing and spelling. Examples of various forms used in the testing program including a letter of explanation to parents are also included. (GHM)

63 ECS 197

State of Idaho, Department of Education. Idaho proficiency testing program, test administrative manual. Boise, Idaho: Department of Education, February 1977, 17 p.

Document Type: K (Implementation Efforts)

Classification: *TEST ADMINISTRATION; *PROFICIENCY TESTS; COMPETENCIES, Specific areas, Reading, Writing, Mathematics, Spelling.

Available from:
State of Idaho
Department of Education
Len B. Jordan Office Building
Boise, Idaho 83720

Cost: No charge, subject to handling fees.

This manual is designed for the person administering the program. There is a description of the tests, the administrator's role and responsibilities, description of students to be tested, test schedule, materials needed and instructions for student absences. Detailed daily instructions for administering tests are given with examples of forms to be used. Listing of basic proficiencies in reading, math, spelling and writing are included. (GG)

ILLINOIS

64 ECS 491

Illinois Office of Education. Minimal competency testing. Springfield, Illinois: Illinois Office of Education, 1979, 3 p.

Document Type: K (Program/Project Descriptions)

Classification: *LEGISLATIVE AND POLICY HISTORY, State board action

Available from: Illinois Office of Education
100 North First Street
Springfield, Illinois 62777
(217) 782-2221

Cost: No charge, subject to handling fees.

This paper presents a brief overview of minimum competency testing in Illinois. Activities of the Illinois office of education are highlighted, along with the accomplishments and future activities of the state board of education. (MVD)

Illinois Office of Education. Performance indicators for competency assessment, Competencies catalogue and user's guide. Springfield, Illinois: Illinois Office of Education, December 15, 1978, 318 p.

Document Type:	G (Guide)
Classification:	*LEGISLATIVE AND POLICY HISTORY, State board action; COMPETENCIES; USE AND IMPLICATIONS OF TEST RESULTS.
Available from:	Illinois Office of Education 100 North First Street Springfield, Illinois 62777 (217) 782-2221
Cost:	No charge, subject to handling fees.

This document is intended to provide local school districts with materials to assist in the definition and establishment of student competency programs with emphasis on establishing community consensus concerning requirements for students. The technical materials offer a range of student competencies, performance indicators and sample test items to assist in the development of locally established student competency programs. (Author/MVD)

INDIANA

66 ECS 499

Indiana Department of Public Instruction. Indiana comprehensive assessment and program planning system. Indianapolis, Indiana: Indiana Department of Public Instruction, 1978, 72 p.

Document Type: K (Implementation Efforts)

Classification: *LEGISLATIVE AND POLICY HISTORY, State board action, Local board action; *REPORTING/DISSEMINATION.

Available from: Indiana Department of Public Instruction
Room 229, State House
Indianapolis, Indiana 46204
(317) 633-5640

Cost: No charge, subject to handling fees.

This booklet presents a step-by-step guide for implementing the Comprehensive Assessment and Program Planning System (CAPPS) at the local level, including methods for reporting to the Indiana Department of Public Instruction. At each step, procedures are described and examples are provided to illustrate how the step was accomplished. The examples are purely illustrative and are not intended to be prescriptive. Reporting requirements associated with each step are also presented. In addition, suggested roles for corporation personnel, parents and community members are outlined. (GG)

Indiana Legislative Services Agency. Select joint committee to study minimum competency testing in elementary schools. Indianapolis, Indiana: Legislative Services Agency, November 1978, 19 p.

Document Type: H (Legislative Report)

Classification: *STATE-OF-THE-ART, With reference to states, With reference to local school districts; LEGISLATIVE AND POLICY HISTORY, Legislative action, State board action; USE AND IMPLICATIONS OF TEST RESULTS.

Available from:
Legislative Services Agency
Legislative Council
Room 302, State House
Indianapolis, Indiana 46204

Cost: No charge, subject to handling fees.

The Select Joint Committee to Study Minimum Competency Testing in Elementary and Secondary Schools offers this final report to the Indiana General Assembly with findings and recommendations to give continued attention to the competency of Indiana's students and to methods by which their level of competence may be raised. (GG)

IOWA

68 ECS 502

Iowa Council of Teachers of Mathematics. Iowa Council of Teachers of Mathematics conference on minimal competencies in mathematics. Des Moines, Iowa: Iowa Council of Teachers of Mathematics, November 1977, 19 p.

Document Type:	*COMPETENCIES, Specific areas, Mathematics (grades K-12); *USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma.
Available from:	Iowa Council of Teachers of Mathematics Bonnie Litwiller, President Mathematics Department University of Northern Iowa Cedar Falls, Iowa 50613
Cost:	No charge, subject to handling fees.

This document is a report of the discussions which occurred at a teachers' conference on "Minimal Competencies in Mathematics." The participants were divided into seven groups, and group deliberations began addressing the following areas: identifying mathematics basic skills; establishing testing programs; diagnostic, remediation, and maintenance programs; influences upon the entire K-12 curriculum; legal ramifications; roles of the various agencies (LEA, AEA, DPI, legislature, colleges) in implementation; and necessary financing; the findings of which are in this report. (GG)

KANSAS

Kansas State Board of Education. Opinionnaire on competency based education. Topeka, Kansas: Kansas State Department of Education, 1978, 2 p.

Document Type: O (Opinionnaire)

Classification: *LEGISLATIVE AND POLICY HISTORY, State board action.

Available from: Kansas State Department of Education
120 East 10th Street
Topeka, Kansas 66612
(913) 296-3201

Cost: No charge, subject to handling fees.

Prepared for board use only, this opinionnaire lists four major elements of competency based education, namely: (a) formulation of objectives; (b) instructional programs to achieve mastery of the objectives; (c) assessment to determine if mastery has been achieved; (d) use of assessment results. It formulates its policy questions which must be answered around these elements. (GG)

70 ECS 299

Kansas State Department of Education. Kansas competency based education statewide (pilot) assessment program. Topeka, Kansas: Kansas State Department of Education, 1976. 8 p.

Document Type: O (Pamphlet)

Classification: *REPORTING/DISSEMINATION

Available from: State Department for Elementary and
Secondary Education
120 East 10th Street
Topeka, Kansas 66612

Cost: No charge, subject to handling fees.

Basic information on the Kansas competency-based education program is written in a question and answer format. A form is provided for those desiring more specific information. (MVD)

Kansas State Department of Education. Methods of reporting 1979-80 tests results. Topeka, Kansas: Kansas State Department of Education, 1979, 1 p.

Document Type: C (Outline)

Classification: *SCORING AND ANALYSIS; TEST INSTRUMENTS.

Available from: State Department for Elementary and
Secondary Education
120 East 10th Street
Topeka, Kansas 66612

Cost: No charge, subject to handling fees.

This is an outline describing the kinds of reports the local educational agency and the Kansas State Department of Education are to use in reporting test results. (MVD)

Kansas State Department of Education. Objectives evaluation Kansas competency based education. Topeka, Kansas: Kansas State Department of Education, 1979, 23 p.

Document Type:	J (Bulletin)
Classification:	*COMPETENCIES, Specific areas by grades tested, Reading, Writing, Mathematics; *TEST INSTRUMENTS.
Available from:	State Department for Elementary and Secondary Education 120 East 10th Street Topeka, Kansas 66612
Cost:	No charge, subject to handling fees.

Minimum competency objectives in the areas of reading and mathematics are listed for grades 2, 4, 6, 8 and 11 along with sample test items. An objectives evaluation form is enclosed for suggestions. (MVD)

Kansas Task Force on Competency Based Education. A report on the Competency Based Education Task Force. Topeka, Kansas: Kansas State Department of Education, November 8, 1977, 9 p.

Document Type:	R (Report)
Classification:	*LEGISLATIVE AND POLICY HISTORY, State board action; *PROGRAM RESOURCES AND COSTS, Funding sources; COMPETENCIES; STANDARDS AND STANDARD SETTING.
Available from:	Kansas State Department of Education 120 East 10th Street Topeka, Kansas 66612 (913) 296-3201
Cost:	No charge, subject to handling fees.

This task force report includes a definition of competency based education, and eight recommendations to the Kansas State Board in the areas of: statewide standards of competencies; competencies; identifying competencies and setting of standards; skill assessment/validation; remediation; recording of competency attainment; inservice training; and enactment and finance. A minority report, indicating among other things that there is no need for state legislation, is appended. (GG)

KENTUCKY

Kentucky Department of Education. Educational improvement, implementation manual for the Kentucky educational improvement act of 1978. Frankfort, Kentucky: Kentucky Department of Education, 87 p.

Document Type:	G (Implementation Manual)
Classification:	*LEGISLATIVE AND POLICY HISTORY, State board action; *TEST INSTRUMENTS.
Available from:	Kentucky Department of Education Superintendent of Public Instruction State Department of Public Instruction Frankfort, Kentucky 40601
Cost:	No charge, subject to handling fees.

This manual provides specific guidelines for assisting each Kentucky local school district (LEA) in developing and implementing its educational improvement plan. It discusses testing procedures, administration procedures, answer sheets and scoring, reporting and interpreting the results in Part One. Part Two contains an overview, public hearing procedures, how to write the plan and appendices. (MVD)

Kentucky Department of Public Instruction. Basic proficiencies in reading, writing, spelling and math. Frankfort, Kentucky: Kentucky Department of Public Instruction, 1978, 6 p.

Document Type: C (Curriculum Guide)

Classification: *COMPETENCIES, Reading, Writing, Mathematics, Spelling.

Available from: Kentucky Department of Public Instruction
Frankfort, Kentucky 40601
(502) 564-4770

Cost: No charge, subject to handling fees.

This guide lists, in outline format, basic skills for Kentucky students in reading, writing, spelling and math. (MVD)

LOUISIANA

76 ECS 521

Louisiana State Department of Education. Glossary of assessment terms. Baton Rouge, Louisiana; Louisiana State Department of Education, February 20, 1973, 2 p.

Document Type; V (Glossary)

Classification: *LEGISLATIVE AND POLICY HISTORY, State board action.

Available from:
Louisiana State Department of Education
P. O. Box 44064
Baton Rouge, Louisiana 70804
(504) 289-2321

Cost: No charge, subject to handling fees.

This glossary of assessment terms was developed to enhance the translation of its programs. It includes such terms as : accountability, assessment, evaluation criteria, objective, minimum standard, average percent correct, invalid, demographic variables, and implementation. (GHM)

Louisiana State Department of Education. Guidelines for educational accountability 1977. Baton Rouge, Louisiana: Louisiana State Department of Education, 1977, 31 p.

Document Type:	G (Resource Guide)
Classification:	*STATE-OF-THE-ART; *LEGISLATIVE AND POLICY HISTORY, State board action; TEST INSTRUMENTS; TEST ADMINISTRATION; SCORING AND ANALYSIS.
Available from:	Louisiana Department of Education Baton Rouge, Louisiana 70804 (504) 342-3602
Cost:	No charge, subject to handling fees.

This guide has been prepared to assist those who will be responsible for the implementation of the educational accountability plan in its various aspects, whether that responsibility is of a direct nature or advisory in character. Section I of the guide addresses implementation in the nine areas set forth in the law: (1) statement of purpose, (2) definitions, (3) program for educational accountability, (4) pupil proficiency, (5) school personnel assessment and evaluation, (6) content course evaluation, (7) testing, (8) reports, and (9) public school accreditation. Section II describes the educational communities involved in Act 621. Specifically included are six continuing groups: a steering committee, a Louisiana Task Force on Pupil Assessment, a state commission on curriculum development, individual local committees, a 100-member advisory committee and a personnel evaluation committee for the State Department of Education. (GG)

78 ECS 513

Louisiana State Department of Education. Louisiana minimum standards for mathematics, grades 1-12. Baton Rouge, Louisiana; Louisiana State Department of Education, 1978, 54 p.

Document Type: C (Curriculum Guide)

Classification: *COMPETENCIES, Specific areas by grades tested, Mathematics.

Available from:
Bureau of Accountability
Louisiana State Department of Education
P.O. Box 44064
Baton Rouge, Louisiana 70804
(504) 342-3602

Cost: No charge, subject to handling fees.

This booklet has been developed to provide a basic list of mathematical standards for the State of Louisiana. The publication indicates at which point each skill should be introduced and mastered. At designated mastery points, students will be expected to respond satisfactorily to criterion-referenced test items designed to assess performance on the identified skill. (GHM)

79 ECS 515

Louisiana State Department of Education, Technical report, Louisiana state assessment 1977-78, reading grades 4, 8 and 11. Baton Rouge, Louisiana: Louisiana State Department of Education, 1978, 10 p.

Document Type: R (Technical Report)

Classification: *COMPETENCIES, Specific areas by grades tested, Mathematics; TEST INSTRUMENTS.

Available from: Louisiana State Department of Education
P.O. Box 44064
Baton Rouge, Louisiana 70804
(504) 342-3602

Cost: No charge, subject to handling fees.

This report represents the evaluation of school pupil progress based on identified basic statewide skills and concepts as defined by public school accountability legislation. The purpose of the assessment was to obtain initial information at the state and parish level of beginning fourth-, eighth-, and eleventh-grade students, attainment of those skills considered fundamental to progress in reading. The report concerns itself mainly with the reliability and validity of the instruments administered. (GHM)

MAINE

80 ECS 762

Maxcy, H.P. Remarks on implementing a policy relating to the evaluation of student performance. Augusta, Maine; State of Maine Department of Educational and Cultural Services, November 15, 1979, 13 p.

Document Type: S (Speech, Conference Report)

Classification: *LEGISLATIVE AND POLICY HISTORY, State board action, Local Board action.

Available from: Department of Educational and Cultural Services
Augusta, Maine 04333

Cost: No charge, subject to handling fees.

This paper is a brief discussion of a Maine policy calling for each local education agency to adopt a plan of goals, objectives, standards and evaluation methods for their educational program. It also includes the policy statement and a short discussion of the educational planning and evaluation system. (MVD)

81 ECS 526

National Evaluation Systems, Inc. Maine assessment of educational progress 1976-77, career and occupational development, executive summary. Augusta, Maine: Maine Department of Educational and Cultural Services, January 1977, 32 p.

Document Type:	R (Study)
Classification:	*REPORTING/DISSEMINATION; COMPETENCIES, Reading, Writing, Citizenship, Science.
Available from:	Maine Department of Educational and Cultural Services Augusta, Maine 04330
Cost:	No charge, subject to handling fees.

This document provides results of the assessment of skills in 13- and 17-year-old students in Maine in the following four areas: 1) describes the achievement in the area of career and occupational development; 2) describes the achievement of students in selected reporting groups and compares them statewide; 3) investigates the relationship of selected school, student and home variables to achievement; and 4) compares the performance of students in Maine with that of the nationwide sample and the northeast region sample tested by National Assessment of Educational Progress. (Author/MVD)

82 ECS 527

Rubinstein, S., Sorce, P. and National Evaluation Systems, Inc.
Maine assessment of basic skills 1978, technical report, reading, mathematics and writing-grades 8 and 11. Amherst, Massachusetts: National Evaluation Systems, Inc., February, 1978, 118 p.

Document Type: R (Technical Report)

Classification: *COMPETENCIES, Reading, Writing, Mathematics; *USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma.

Available from: Maine Department of Educational and Cultural Services
Augusta, Maine 04333

Cost: No charge, subject to handling fees.

This report presents the results of: 1) an assessment of performance of all Maine eleventh-graders and a sample of 1,000 eighth-graders in the areas of reading, mathematics and writing; 2) a student questionnaire given to analyze the relationship of the assessment results with student attitudes; 3) a Benchmark Study conducted to provide a framework for interpreting test results; and 4) a Diploma study which gathered information on public opinion concerning the adequacy of education and the establishment of minimum competency standards for high school graduation. It also includes a list of the objectives measured. (Author/MVD)

MARYLAND

83 ECS 01

Baltimore City Public Schools. Curriculum notes: Vol. 1, policies and procedures (graduation and testing). Baltimore: Maryland: Baltimore City Public Schools, 1977-78, unnumbered pages.

Document Type: G (Administrative Guide)

Classification: *LEGISLATIVE AND POLICY HISTORY, Local board action; *USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma; COMPETENCIES, Specific areas, Reading, Writing, Mathematics.

Available from: Baltimore City Public Schools
Division of Instruction and Curriculum Management
Baltimore, Maryland

Cost: No charge, subject to handling fees.

This guide contains: promotion and graduation requirements, proficiency in reading, writing, mathematics; individual evaluation shows learner/remedial or fast learner/challenging junior high on level or remedial program required; elementary level promotions and curriculum revisions. It also includes circular 365, 5/15/78 (77-78 series) promotional guidelines for secondary schools (5 p.); circular 385, 6/6/78 faculty design -- directions to secondary principals, (3 p.); circular 122, 11/9/78 (78-79 series) promotion committees (11 p.). A four-page instructional assistance plan for seniors and other secondary students is included. (GHM)

Baltimore City Public Schools. Curriculum notes: vol. 2, mathematics program, grade level expectancies for mathematics. Baltimore, Maryland: Baltimore City Public Schools, 1978, 253 p.

Document Type:	G (Teaching Guide)
Classification:	*COMPETENCIES, Specific areas by grades tested, Mathematics.
Available from:	Baltimore City Public Schools Division of Instruction and Curriculum Management Baltimore, Maryland
Cost:	No charge, subject to handling fees.

This comprehensive teaching guide for grades K-12 includes objectives according to six strands, namely:

1. mathematical relationships and symbols
2. computation
3. measurement
4. personal finance
5. geometry
6. problem solving and graphs

It includes proficiency tests for grades 3 through 8. (GHM)

85 ECS 03

Baltimore City Public Schools. Curriculum notes: Vol. 3, reading program. Baltimore, Maryland: Baltimore City Public Schools, 1979, 250 p.

Document Type: G (Curriculum Guide)

Classification: COMPETENCIES, Specific areas, Reading; PROFICIENCY TESTS.

Available from: Baltimore City Public Schools
Division of Instruction and Curriculum Management
Baltimore, Maryland

Cost: No charge, subject to handling fees.

This guide for teachers gives history and background information on the reading program with grade level expectancies, K-12. A management timeline for spring 1975 - spring 1979, assessment tests and proficiency reading tests for grades 3 through 9 are included. (GHM)

Baltimore City Public Schools. Curriculum notes: Vol. 4, writing program. Baltimore, Maryland: Baltimore City Public Schools, 1976, 75+ unnumbered pages.

Document Type:	G (Curriculum Guide)
Classification:	*COMPETENCIES, Specific areas, Writing; PROFICIENCY TESTS.
Available from:	Baltimore City Public Schools Division of Instruction and Curriculum Management Baltimore, Maryland
Cost:	No charge, subject to handling fees.

This guide for teachers contains a history of the writing proficiency program with minimal grade level expectancies in writing, grades 1 - 12. It also includes writing tests and evaluation. (GHM)

87 ECS 05

Baltimore City Public Schools. Curriculum notes: Vol. 5 data and reports, office of proficiency testing. Baltimore, Maryland: Baltimore City Public Schools, 1978, unnumbered pages.

Document Type:	G (Curriculum Guide)
Classification:	*SCORING AND ANALYSIS; *REPORTING/DISSEMINATION.
Available from:	Baltimore City Public Schools Division of Instruction and Curriculum Management Baltimore, Maryland
Cost:	No charge, subject to handling fees.

This guide for teachers includes a proficiency test history from 1973-1979 with a scoring and reporting system. (GHM)

Maryland State Department of Education. Project basic, Maryland competency-based prerequisites for graduation. Linthicum, Maryland: Maryland Department of Education, 1977, 6 p.

Document Type: 0 (Brochure)

Classification: *USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma; LEGISLATIVE AND POLICY HISTORY, State board action.

Available from:
Maryland Department of Education
International Tower Building
6510 Elkridge Landing Road
Linthicum, Maryland 21090

Cost: No charge, subject to handling fees.

This brochure introduces Project Basic. Its responsibilities are to provide the leadership for translating the policy statement given by the Maryland Department on competency-based prerequisites for graduation by 1982. Project Basic will involve educators, students, and other citizens in the state in planning and implementing the Project. (GG)

Maryland State Department of Education. The comprehensive plan for Maryland competency-based prerequisites for graduation. Linthicum, Maryland: Maryland State Department of Education, 1978, 24 p.

Document Type:	H (Legislative Report)
Classification:	*USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diplima; LEGISLATIVE AND POLICY HISTORY, State board action.
Available from:	Maryland State Department of Education P.O. Box 8717 Baltimore-Washington International Airport Baltimore, Maryland 21240
Cost:	No charge, subject to handling fees.

The Maryland State Board of Education has joined almost 30 other states in the move toward establishing required minimal competency performance for graduation. This five-year comprehensive plan (to be completed by 1982) contains ten major components by which their objectives will be accomplished, namely: 1) mission, 2) needs, 3) goal, 4) objectives, 5) activities, 6) major strategies, 7) major publications, 8) communication, 9) personnel, 10) evaluation. (GG)

MASSACHUSETTS

Massachusetts Board of Education. Speaking competencies checklist. Boston, Massachusetts: Massachusetts Board of Education, March 1978, 2 p.

Document Type: 0 (Checklist)

Classification: *COMPETENCIES, Speaking.

Available from: Massachusetts Board of Education
State Department of Education
31 St. James Avenue, 6th Floor
Boston, Massachusetts 02116
(617) 727-5700

Cost: No charge, subject to handling fees.

This is a speaking competencies checklist, devised in response to the recommendations of the Speaking and Listening Committees, (see 531). The speaking competencies evaluated are listed as follows: relates general information; requests general information; relates personal information; requests personal information; modifies speech in response to listeners; uses speech persuasively. (GG)

Massachusetts Communication Task Force. Report of the Speaking and Listening Committee. Boston, Massachusetts: Massachusetts Department of Education, October, 1977, 10 p.

Document Type:	R (Research Report)
Classification:	*COMPETENCIES, Listening, Speaking.
Available from:	Massachusetts Department of Education Massachusetts Communication Task Force 31 St. James Avenue, 6th Floor Boston, Massachusetts 02116
Cost:	No charge, subject to handling fees.

One of the primary concerns of the speaking and listening committees was that more than ever before, education in oral and aural communication skills has become a necessary part of a student's preparation for life. The focus of the recommendations offered by the Committees was in designing tools for evaluation of these speaking and listening competencies. (GG)

Massachusetts Department of Education. Basic skills improvement policy forms and procedures. Boston, Massachusetts: Massachusetts Department of Education, December 1979, 35 p.

Document Type:	G (Resource Guide)
Classification:	*TEST ADMINISTRATION; COMPETENCIES, Specific areas, Reading, Writing, Mathematics.
Available from:	Massachusetts Department of Education 31 St. James Avenue Boston, Massachusetts 02116
Cost:	No charge, subject to handling fees.

This guide contains suggestions for developing basic skills improvement program plans in reading, writing and mathematics. (Author)

Massachusetts Department of Education. Basic skills improvement policy, implementation guide #2, holistic scoring manual. Boston, Massachusetts: Massachusetts Department of Education, October 1979, 51 p.

Document Type: G (Resource Guide)

Classification: *SCORING AND ANALYSIS.

Available from: Massachusetts Department of Education
31 St. James Avenue
Boston, Massachusetts 02116

Cost: No charge, subject to handling fees.

This manual explains the holistic scoring process and explicates the procedures involved in conducting a scoring session. The purpose is to help educators assess the quality of student writing. (Author)

Massachusetts Department of Education. Basic skills improvement policy, implementation guide #3, standard-setting manual. Boston, Massachusetts: Massachusetts Department of Education, Bureau of Research and Assessment, December 1979, 51 p.

Document Type:	G (Resource Guide)
Classification:	*LEGISLATIVE AND POLICY HISTORY, State board action, Local board action; STANDARDS AND STANDARD SETTING; REPORTING/DISSEMINATION.
Available from:	Massachusetts Department of Education 31 St. James Avenue Boston, Massachusetts 02116
Cost:	No charge, subject to handling fees.

This manual is designed to aid local districts in complying with standard-setting requirements in Massachusetts and deals with ways of establishing achievement levels. It discusses methods to use and avoid, contrasting groups method, item review methods and holistic scoring. To assist in choosing a method, advantages and disadvantages of each are given. Public participation in standard-setting is briefly discussed. (MVD)

Massachusetts Department of Education. Basic skills improvement policy questions and answers on the basic skills improvement policy and regulations. Boston, Massachusetts: Massachusetts Department of Education, March 1979, 5 p,

Document Type: K (Program/Project Description)

Classification: *GOALS AND PURPOSES.

Available from: Bureau of Research & Assessment
Massachusetts Department of Education
31 St. James Avenue, 6th Floor
Boston, Massachusetts 02116

Cost: No charge, subject to handling fees.

This is a five-page brochure in question and answer format explaining the Basic Skills Improvement Policy of Massachusetts. (MVD)

Massachusetts Department of Education. Massachusetts assessment of basic skills 1978-79, mathematics - form 1. Boston, Massachusetts, Massachusetts Department of Education, 1979, 26 p.

Document Type:	Q (Tests)
Classification:	*COMPETENCIES, Mathematics; TEST INSTRUMENTS, Response mode, All paper-and-pencil.
Available from:	Massachusetts Department of Education 31 St. James Avenue, 6th Floor Boston, Massachusetts 02116 (617) 727-5700
Cost:	No charge, subject to handling fees.

This is a math test developed by the Massachusetts Department of Education. (GHM)

97 ECS 223

Massachusetts Department of Education. Massachusetts assessment of basic skills, 1978-79, writing - form 1. Boston, Massachusetts, Massachusetts Department of Education, 1979, 4 p.

Document Type:	Q (Tests)
Classification:	*COMPETENCIES, Writing; TEST INSTRUMENTS, Response mode, All paper-and-pencil.
Available from:	Massachusetts Department of Education 31 St. James Avenue, 6th Floor Boston, Massachusetts 02116 (617) 727-5700
Cost:	No charge, subject to handling fees.

This is a writing test developed by the Massachusetts Department of Education. (GHM)

Massachusetts Department of Education. Massachusetts state plan title II ESEA, basic skills improvement. Boston, Massachusetts: Massachusetts Department of Education, April 1979, 63 p.

Document Type:	K (Program/Project Descriptions)
Classification:	*LEGISLATIVE AND POLICY HISTORY, State board action; PROGRAM RESOURCES AND COSTS.
Available from:	Massachusetts Department of Education 31 St. James Avenue, 6th Floor Boston, Massachusetts 02116 (617) 727-5700
Cost:	No charge, subject to handling fees.

This document outlines the background, regulations and components of the Massachusetts Basic Skills Improvement Policy. It discusses the funding for the program -- where it comes from and the efforts and problems involved in coordinating these resources. Proposed activities and their objectives are outlined. A budget is presented at the end. (MVD)

Massachusetts Department of Education. Preliminary report of the advisory committee on high school graduation requirements. Boston, Massachusetts: Massachusetts Department of Education, May 12, 1978, 23 p.

Document Type:	R (Report)
Classification:	*LEGISLATIVE AND POLICY HISTORY, State board action; COMPETENCIES, Specific areas by grades tested, Reading, Writing, Listening, Speaking; USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma.
Available from:	Massachusetts Department of Education 31 St. James Avenue, 6th Floor Boston, Massachusetts 02116 (617) 727-5700
Cost:	No charge, subject to handling fees.

In this preliminary report, the Advisory Committee gave its background of study and rationale. It recommends "the efforts of staff and resources of school districts would be better spent in development of a more structured and organized approach to teaching the basic skills in the curriculum." Seven reasons are given for favoring this action rather than "competency tests." (GHM)

Massachusetts State Board of Education. Policy on basic skills improvement. Boston, Massachusetts: Massachusetts State Board of Education, August 29, 1978, 19 p.

Document Type:	H (Legislative Report)
Classification:	*LEGISLATIVE AND POLICY HISTORY, Legislative action; GOALS AND PURPOSES; USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma.
Available from:	Massachusetts Department of Education 31 St. James Avenue Boston, Massachusetts 02116 (617) 727-5700
Cost:	No charge, subject to handling fees.

This policy statement, unanimously approved, was to improve the attainment of basic skills competency by students in the public schools of Massachusetts. The advisory committee charged with delivering this statement conducted public hearings, and meetings in all regions of the Commonwealth. The final conclusions and recommendations to the Board are given after over two years of deliberations on this subject. (GG)

Nochumson, B. S. Resources for schools #7, competency programs for basic skills improvement: resource guide. Boston, Massachusetts: Massachusetts Department of Education, 1978, 78 p.

Document Type:	G (Guide)
Classification:	*STATE-OF-THE-ART, With reference to local school districts; USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma.
Available from:	Massachusetts Dissemination Project Massachusetts Department of Education 31 St. James Avenue Boston, Massachusetts 02116 (617) 727-5700
Cost:	No charge, subject to handling fees.

Written for Massachusetts educators, parents and students, this document describes in the introduction the interest in competency standards and the need for competency program development. Section I reviews very briefly the status of the competency movement nationally and in Massachusetts. Section II includes in-depth descriptions of 21 locally-developed competency programs in Massachusetts and includes programs in most of the cities and towns that have developed written policies in basic skills for their students. A contact person is named and socio-economic and demographic information for each district is given. Section III is a compilation of resources available to competency program planners and includes State Board policy, an annotated bibliography, information on the issue of competency testing, list of available tests, members of the Massachusetts Graduation requirements committee and competency/assessment linkers of the Department of Education. (GHM)

MICHIGAN

Michigan Department of Education. Interpretive manual 1978-79. Lansing, Michigan: Michigan Department of Education, Michigan Educational Assessment Program, 37 p.

Document Type: G (Manual)

Classification: *USE AND IMPLICATIONS OF TEST RESULTS; SCORING AND ANALYSIS; REPORTING/DISSEMINATION.

Available from: State Department of Education
Michigan National Tower Building
Lansing, Michigan 48909
(517) 373-3354

Cost: No charge, subject to handling fees.

This is a manual developed to assist local school district staff read, interpret and use data from the Michigan Educational Assessment Program. It is of particular value to school principals and teachers. In this manual is a set of suggested procedures for using the test results, a description of the assessment measures, a detailed explanation of how to read the data reports provided by the program, and a list of the minimal performance objectives which were tested. (Author/MVD)

103 ECS 548

Michigan Department of Education. Michigan educational assessment program grades 4 & 7, item and objective handbook. Lansing, Michigan: Michigan Department of Education, 1977-78, 21 p.

Document Type: C (Teacher Developed Materials)

Classification: *REPORTING/DISSEMINATION; COMPETENCIES, Specific areas by grades tested, Reading, Mathematics.

Available from:

Michigan Department of Education
Michigan National Tower Building
Lansing, Michigan 48909
(517) 373-3354

Cost: No charge, subject to handling fees.

This handbook has been developed to provide readily accessible examples of items used and objectives tested in the minimal performance objectives designed for this age group. It is an instrument which teachers in the system found useful in explaining test results to students and parents. The competency testing is in the areas of reading and mathematics. The assessment tests are geared toward meeting individual student needs, and curriculum needs at the classroom, school, and district levels. (GG)

104 ECS 550

Michigan Department of Education. The Michigan life role competencies. Lansing, Michigan: Michigan Department of Education, July 1978, 45 p.

Document Type: R (Study)

Classification: *COMPETENCIES, Emphasis, Life skills; COMPETENCIES, Specific areas by grades tested, Other.

Available from:
Michigan Department of Education
Michigan National Tower Building
Lansing, Michigan 48909
(517) 373-3354

Cost: No charge, subject to handling fees.

This document is the result of an effort by the Michigan department to give their students competencies in skills that will be useful for "real-life." They have defined four areas of functioning in which they feel most students must perform upon maturity, They are: employability and occupational skills, personal and family management, civic and social responsibilities, and aesthetic and humanistic appreciations. (GG)

105 ECS 248

Michigan Department of Education. Minimal performance objectives for mathematics education in Michigan. Lansing, Michigan: Michigan Department of Education, Michigan Educational Assessment Program, 1973, 110 p.

Document Type: D (Reference Works Dealing with Organizations/Institutions)

Classification: *COMPETENCIES, Specific areas by grades tested, Mathematics; SCORING AND ANALYSIS.

Available from:
Michigan Department of Education
Michigan Educational Assessment Program
Michigan National Tower Building
Lansing, Michigan 48909
(517) 373-3354

Cost: No charge, subject to handling fees.

A document containing a complete list of mathematics performance objectives for use by Michigan educators. These objectives include the concept areas of arithmetic, algebra, geometry, measurement and probability and statistics. It also includes a model form for recording the progress of the individual student keyed to these particular objectives. (MVD)

MISSOURI

Missouri Department of Elementary and Secondary Education. Activity book for the basic essential skills test: mathematics objectives. Jefferson City, Missouri: Missouri Department of Elementary and Secondary Education, 1977, 132 p.

Document Type:	B (Book)
Classification:	COMPETENCIES, Specific areas by grades tested, Mathematics.
Available from:	Statewide Testing University of Missouri 307 South Fifth Street Columbia, Missouri 65201
Cost:	No charge, subject to handling fees.

This book contains suggested activities which provide teachers with alternative or complementary ways of helping students understand basic mathematical concepts. It has many games to make the learning more fun. (MVD)

107 ECS 250

Missouri Department of Elementary and Secondary Education. Examples of test items from the basic essential skills test (BEST). Jefferson City, Missouri: Missouri Department of Elementary and Secondary Education, 8 p.

Document Type: Q (Tests)

Classification: *TEST INSTRUMENTS; COMPETENCIES, Emphasis, Both; COMPETENCIES, Specific areas by grades tested, Reading, Writing, Mathematics, Other.

Available from:
Missouri Department of Elementary and
Secondary Education
The Jefferson Building
P.O. Box 480
Jefferson City, Missouri 65101
(314) 751-4446

Cost: No charge, subject to handling fees.

This contains sample questions from the Basic Essential Skills Test of Missouri dealing with reading/language arts, mathematics and government/economics. Test items also illustrate the emphasis on application of basic skills to real-life situations. (MVD)

108 ECS 254

Missouri Department of Elementary and Secondary Education. Guide for the basic essential skills test, administration and related activities in Missouri school districts. Jefferson City, Missouri: Missouri Department of Elementary and Secondary Education, 1979, 46 p.

Document Type: G (Guide)

Classification: COMPETENCIES, Emphasis, Academic skills; TEST INSTRUMENTS; TEST ADMINISTRATION; SCORING AND ANALYSIS; USE AND IMPLICATIONS OF TEST RESULTS.

Available from:
Missouri Department of Elementary and Secondary Education
The Jefferson Building
P.O. Box 480
Jefferson City, Missouri 65101
(314) 751-4446

Cost: No charge, subject to handling fees.

This is a guide to aid administrators, teachers and counselors in planning for the administration and utilization of the Missouri Basic Essential Skills Test (BEST). It contains the purpose of the test, along with basis for test content, suggested criteria and a section on handicapped children. An administrator's manual gives instructions for administering the test and scoring. Appendices explain computer summaries, how to communicate the results of the tests to the public and the instructional management system. (MVD)

MONTANA

109 ECS 229

Office of Public Instruction. Questions and answers about the Montana school testing service. Helena, Montana: Office of Public Instruction, 1979, 1 p.

Document Type: O (Other)

Classification: *LEGISLATIVE AND POLICY HISTORY, State board action; *REPORTING/DISSEMINATION.

Available from: Program Services Unit
Office of Public Instruction
State Capitol
Helena, Montana 59601

Cost: No charge, subject to handling fees.

A one-page description of the Montana School Testing Service is presented in question and answer format. The tests "are designed to measure student performance in relation to Montanans' Goals for Education" which are considered broader than minimum competency testing. A listing of available tests for grades 6 and 12 is included. (GHM)

Rice, Georgia. Competency testing. Montana Schools, Vol. 22, No. 1,
September 1978, p.8.

Document Type: J (Newspaper Article)

Classification: *LEGISLATIVE AND POLICY HISTORY.

Available from: State Department of Public Instruction
Helena, Montana 59601
(406) 449-3654

Cost: No charge, subject to handling fees.

This is an article by the Superintendent of Montana Schools on the issue of competency testing for Montana. Superintendent Rice does not see competency testing as a feasible tool for Montana students because of the following far-reaching effects: (1) Students will be judged according to a statistical norm rather than on the basis of individual capabilities; (2) There will be substantial costs not only in developing, administering and scoring the test, but also in remediation and possible litigation; (3) The minimum competencies mandated by a test could easily become the maximum competencies expected; (4) Teachers and administrators would feel pressured to adjust curricula and teaching strategies to conform to test questions. (GG)

NEBRASKA

Christensen, J., & Melick, R. Competency testing: Fremont public schools. Nebraska School Boards Association Bulletin, 11, #9, May-June 1979, p. 11, 12.

Document Type:	J (Article)
Classification:	TEST INSTRUMENTS; TEST ADMINISTRATION; USE AND IMPLICATIONS OF TEST RESULTS.
Available from:	Nebraska State School Boards Association 521 South 14th Street Lincoln, Nebraska 68508
Cost:	Subscription, $5.00/yr.

This article discusses a 3-year plan developed for testing in the Fremont public schools using a "benchmark" approach. Testing would occur at specified intervals to determine the student's progress and to identify weaknesses in the student and/or program. A study group recommended that the testing program contain three components: criterion-referenced testing, applied skills testing and standardized testing. (MVD)

112 ECS 256

Harlan, H. A. N-ABELS administrative manual. Lincoln, Nebraska: Nebraska Department of Education, July 1975, 77 p.

Document Type:	G (Administrative Manual)
Classification:	*TEST INSTRUMENTS; COMPETENCIES, Specific areas by grades tested, Reading, Writing, Mathematics.
Available from:	Division of Instructional Services Nebraska Department of Education 301 Centennial Mall South P.O. Box 94987 Lincoln, Nebraska 68509
Cost:	$2.00

This manual is written for Nebraska school personnel responsible for the administration of the basic skills tests. It contains explanations of the test concept, directions for administration, sample questions from the test, vocabulary lists and a short bibliography. (MVD)

113 ECS 255

Harlan, H. A. N-ABELS sample tests for students and parents. Lincoln, Nebraska: Nebraska Department of Education, July 1975, 25 p.

Document Type: Q (Tests)

Classification: *TEST INSTRUMENTS; COMPETENCIES, Specific areas by grades tested, Reading, Writing, Mathematics, Spelling.

Available from: Division of Instructional Services
Nebraska Department of Education
301 Centennial Mall South
P.O. Box 94987
Lincoln, Nebraska 68509

Cost: $1.00

This is a sample test written for students and their parents to aid them in preparing for the Nebraska competency tests. This booklet includes sample questions in the areas of reading, writing, mathematics and reference usage. A list of 1000 essential spelling words is also enclosed. (MVD)

Nebraska Council of School Administrators. Minimum competencies for graduation: fact, fad, fantasy or future. Catalyst, (entire issue), 1, #1, September 1977, 63 p.

Document Type: J (Journal)

Classification: *USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma; *RESEARCH.

Available from: National Council of School Administrators
Executive Secretary
First National Bank Building, Suite 1704
233 South 13th Street
Lincoln, Nebraska 68508

Cost: Subscription rate, $10.00/yr.
Single copies, $3.00 each

Articles include:

Edgar A. Kelly, "Commentary: Minimum Competencies For High School Graduation: A state of the Scene Report for Nebraska, pp. 3-7.
Craig Fullerton, "Using An Audit of Competency to Meet Individual Student Needs," pp. 9-12.
Ron Brandt, "Education For Life Competencies: We Should Try," pp. 13-16.
Jim Findley, "Minimum Competencies: A Perspective," pp. 17-21.
James Davis, "The High School Diploma and Competency Testing," pp. 23-29.
Chris Pipho, "Minimal Competency Testing: A Look At State Standards," pp. 31-42.
Scott D. Thomson, "Are Competency Tests Competent?", pp. 43-47.
Hugh A. Harlan, "Competencies: A New Concept in Pupil Assessment," pp. 49-52.
Edgar A. Kelley, "Minimum Competencies: A Cause for Concern," pp. 55-56.
Thomas A. Petrie, "Research Notes: Minimum Competencies: A Research Agenda," pp. 57-58. (NS)

NEVADA

Nevada Department of Education. A report to the Nevada state board of education on the competency-based high school diploma program. Carson City, Nevada: Nevada Department of Education, June 1977, 44 p.

Document Type:	O (Task Force Report)
Classification:	*USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma; *REPORTING/ DISSEMINATION, Reports sent to boards of education; COMPETENCIES, Specific areas by grades tested, Reading, Writing, Mathematics.
Available from:	Nevada Department of Education 400 West King Street Carson City, Nevada 89701 (702) 885-5700
Cost:	No charge, subject to handling fees.

This is a report of four study groups who were assigned to review the progress of the Nevada competency-based high school diploma program. The first group -- teachers -- developed and defined minimum competency skills in reading, writing and arithmetic. The second group -- research staff, teachers, counselors, principals -- developed policy recommendations based on study of the minimum competency definitions established by the teachers. The third group, composed of legislators, members of the business community, school administrators and PTA members, was established to represent a wide range of public interests. The fourth group, members of the department of education, formulated its own policy and recommendations. The recommendations of all four groups are included and a member list of each group. (MVD)

Nevada Department of Education. Reading, writing, arithmetic. Carson City, Nevada; Nevada Department of Education, 1978-79, 6 p.

Document Type:	O (Outline)
Classification:	*COMPETENCIES, Reading, Writing, Mathematics.
Available from:	Nevada Department of Education 400 West King Street Carson City, Nevada 89701 (702) 885-5700
Cost:	No charge, subject to handling fees.

This is an outline of specific reading, writing and arithmetic skills to be mastered by Nevada students for high school graduation. (MVD)

Nevada Legislative Counsel Bureau Office of Research. Competency based education. Carson City, Nevada: State of Nevada, 1977, 8 p.

Document Type: R (Research Report)

Classification: *STATE-OF-THE-ART, With reference to states; RESEARCH.

Available from:
State of Nevada
Legislative Counsel Bureau
Legislative Building
Capitol Complex
Carson City, Nevada 89710

Cost: No charge, subject to handling fees.

The effectiveness of Nevada's educational system is the issue in this background research paper with emphasis on the aspect of educational accountability and competency based education. It is their feeling that proficiencies or capabilities can be assessed rather than assumed. This paper intends to highlight the issues centered around competency testing, and offer proposals to complete the task. (Author/GG)

NEW HAMPSHIRE

New Hampshire Education Assessment Program. A summary report. Concord, New Hampshire: State of New Hampshire, 1978, 22 p.

Document Type:	R (Research Report)
Classification:	*REPORTING/DISSEMINATION; COMPETENCIES, Specific areas, Reading, Writing, Mathematics, Other.
Available from:	New Hampshire State Department of Education 401 State House Annex, Room #410 Concord, New Hampshire 03301 (603) 271-3144
Cost:	No charge, subject to handling fees.

This document is a summary report of the New Hampshire Educational Assessment Program intended to give citizens in the state information about the educational progress of students in their public schools. Samples were taken from grades 5, 9 and 12. The results are documented with emphasis on mathematics, language arts, history and government. (MVD)

NEW JERSEY

119 ECS 366

New Jersey Department of Education. Compendium of educational research, planning, evaluation and assessment activities: United States and Canada. Trenton, New Jersey: New Jersey Department of Education, November 1977, 259 p.

Document Type: G (Resource Guide)
R (Research Report)

Classification: *RESEARCH; PROGRAM EVALUATION

Available from: New Jersey Department of Education
225 West State Street
Trenton, New Jersey 08625
(609) 292-4450

Cost: No charge, subject to handling fees.

This is a resource document which can be used by educators who are involved in tracking or initiating work in the areas of research, planning, assessment and evaluation. The tables are broken down by state and contain information on the area, title of the project, major focus of the project, project status and contact person. (MVD)

New Jersey Department of Education. Resolution instituting a New Jersey basic skills testing program. Trenton, New Jersey: New Jersey Department of Education, October 1977, 15 p.

Document Type:	O (Resolution)
Classification:	*COMPETENCIES, Specific areas by grades tested, Reading, Writing, Mathematics; LEGISLATIVE AND POLICY HISTORY, State board action; USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma.
Available from:	New Jersey Department of Education 225 West State Street Trenton, New Jersey 08625 (609) 292-4450
Cost:	No charge, subject to handling fees.

The State of New Jersey in this resolution directs its public institutions of higher education to test the reading, writing and mathematics skills of all matriculated freshman students using tests identified by the Basic Skills Council and approved by the State Board of Higher Education. The resolution also urges private institutions to participate on a voluntary basis. (GG)

New Jersey State Department of Education. Task force on competency indicators and standards. (Final report) Trenton, New Jersey: New Jersey State Department of Education, October 1976, 240 p.

Document Type: R (Research Report)

Classification: *USE AND IMPLICATIONS OF TEST RESULTS, For students, Mandatory remediation, Optional remediation; STANDARDS AND STANDARD SETTING; PROGRAM RESOURCES AND COSTS.

Available from: New Jersey State Department of Education
225 West State Street
Trenton, New Jersey 08625
(609) 292-4450

Cost: No charge, subject to handling fees.

This research report details findings and recommendations by four study groups. The first group reports on basic skills requirements for employment and societal roles. The second group reports on assessment standards and how they are used. The third group discusses remediation and its effect. The fourth group is divided into two parts:

a. discusses economic considerations and financing strategies relating to minimum competency testing
b. considers social factors including parent, teacher and administrators response to programs.

The appendices list remediation and educational programs and an extensive bibliography. (MVD)

NEW MEXICO

New Mexico State Department of Education. The New Mexico high school proficiency examination, Student writing skills appraisal and verification procedures manual. Santa Fe, New Mexico: New Mexico State Department of Education, November, 1978, 15 p.

Document Type: G (Manual)

Classification: *COMPETENCIES, Writing; *REPORTING/DISSEMINATION.

Available from: State Department of Education
300 Don Gaspar
Santa Fe, New Mexico 87501

Cost: No charge, subject to handling fees.

This teacher's manual explains procedures and reporting methods of the New Mexico Basic Skills Plan. It also contains a list of skills and tasks in which the student should demonstrate knowledge. (MVD)

123 ECS 259

New Mexico Superintendent's Basic Skills Task Force. New Mexico basic skills plan. Santa Fe, New Mexico: New Mexico State Department of Education, August, 1977, 31 p.

Document Type: K (Program/Project Descriptions, Implementation Efforts)

Classification: *LEGISLATIVE AND POLICY HISTORY, State board action; *COMPETENCIES, Emphasis, Life skills; *COMPETENCIES, Specific areas by grades tested, Reading, Writing, Mathematics; *USE AND IMPLICATIONS OF TEST RESULTS, For students, Mandatory remediation, Optional remediation.

Available from: State Department of Education
300 Don Gaspar
Santa Fe, New Mexico 87501

Cost: No charge, subject to handling fees.

This document outlines the need, nature and implementation schedule for a basic skills plan in New Mexico. It includes discussions on life competencies, curriculum planning guides, evaluation and remediation. Also included are lists of basic skills in mathematics, reading and writing, and functional life skills such as community resources, occupational knowledge, consumer economics, health, government and law. (MVD)

NEW YORK

124 ECS 577

The University of the State of New York. The regents competency testing program. Albany, New York: The University of the State of New York, August 1978, 6 p.

Document Type: O (Memorandum)

Classification: *USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma.

Available from: The University of the State of New York
The State Education Department
Albany, New York 12234

Cost: No charge, subject to handling fees.

This memo describes the changes and their implications for school personnel in the requirements for a high school diploma and in the regents competency testing program. (GG)

125 ECS 262

The University of the State of New York. The regents competency testing program; competency testing, remedial instruction and high school credentials, regulations & procedures. Albany, New York: The University of the State of New York, March 1979, 28 p.

Document Type: G (Guide)

Classification: *USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma; LEGISLATIVE AND POLICY HISTORY, Legislative action; PROVISIONS FOR SPECIAL POPULATION, Formal provisions for, Special education.

Available from: The University of the State of New York
The State Education Department
Albany, New York 12234

Cost: No charge, subject to handling fees.

This booklet details the rules, regulations and guidelines for implementing the New York competency tests. The responsibilities of the principal and chief school officer are outlined and a special section on alternative testing methods for handicapped students is discussed. (MVD)

126 ECS 261

The University of the State of New York. The regents competency testing program: setting standards in the basic skills as a requirement for high school graduation. (Information brochure) Albany, New York: The University of the State of New York, September 1978, 32 p.

Document Type: O (Brochure)

Classification: *COMPETENCIES, Specific areas by grades tested, Reading, Writing, Mathematics; *USE AND IMPLICATIONS OF TEST RESULTS, For students, high school diploma; TEST INSTRUMENTS; REPORTING/DISSEMINATION.

Available from: The University of the State of New York
The State Education Department
Albany, New York 12234

Cost: No charge, subject to handling fees.

This brochure describes the purpose of New York's competency testing program and has been prepared for educators, the general public and lay organizations to acquaint these groups with the program. A description of three skill areas -- reading, comprehension, writing and mathematics -- and sample test questions are included. A questionnaire is provided that may be used to report comments to the board of regents. (Author/MVD)

NORTH CAROLINA

127 ECS 584

North Carolina Competency Test Commission. Inventory of tests. Raleigh, North Carolina: North Carolina Department of Public Instruction, 1978, 3 p.

Document Type: Q (Tests)

Classification: *TEST INSTRUMENTS; *REPORTING/DISSEMINATION.

Available from: North Carolina Department of Public Instruction
Education Building
100 West Edenton Street
Raleigh, North Carolina 27611
(919) 733-3813

Cost: No charge, subject to handling fees.

This is a listing of North Carolina's testing program indicating the name of the test, the grade level it covers and the publishing company. (GG)

128

ECS 585

North Carolina Department of Public Instruction, New policies concerning exit documents, Raleigh, North Carolina; North Carolina Department of Public Instruction, 1978, 3 p.

Document Type: O (Memorandum)

Classification: *LEGISLATIVE AND POLICY HISTORY, State board action; COMPETENCIES; USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma

Available from: State Department of Public Instruction
Education Building
100 West Edenton St.
Raleigh, North Carolina 27611

Cost: No charge, subject to handling fees.

This memo to all superintendents and secondary school principals in North Carolina schools announces the adoption of revisions to its Code concerning the documents issued to students when they leave school. Through a survey, public hearing, and a group of central office staff members, principals, teachers and students these new policies were formulated. Implementation of the new policies will give careful attention to the following: diploma, certificate, transcript, design of documents, maximum school age, graduation exercises and related activities. (GG)

129 ECS 578

North Carolina State Department of Public Instruction. North Carolina competency testing program, remediation of essential skills. Raleigh, North Carolina: North Carolina State Department of Public Instruction, November 1977, 6 p.

Document Type: K (Program/Project Descriptions)

Classification: *USE AND IMPLICATIONS OF TEST RESULTS, For students, Mandatory remediation, Optional remediation; PROGRAM RESOURCES AND COSTS.

Available from: State Department of Public Instruction
Education Building
100 West Edenton St.
Raleigh, North Carolina 27611

Cost: No charge, subject to handling fees.

The North Carolina Board has recognized the need for "new and proven methods of providing remedial instruction," for students who have not obtained an acceptable level in the essential survival skills. This paper has been developed to begin work on the mandate for more successful programs in remedial instruction. The paper offers a rationale, preliminary considerations, immediate implications, alternatives and strategies for consideration and funding. (Author/GG)

OKLAHOMA

Oklahoma Department of Education, Recommendations to the Oklahoma Education Council. Oklahoma City, Oklahoma; Oklahoma Committee on Basic Skills and Minimal Competency Testing, February 25, 1977, 1 p.

Document Type:	O (Memorandum]
Classification:	*LEGISLATIVE AND POLICY HISTORY, State board action.
Available from:	Oklahoma Education Council Room 4-K State Capitol Complex Oklahoma City, Oklahoma 73105
Cost:	No charge, subject to handling fees.

The Committee on Basic Skills and Minimum Competency Testing presents this memo to the Council which lists five recommendations for minimum competency testing and plans for its becoming a viable program for the State of Oklahoma. (GHM)

L

131 ECS 595

Oklahoma Education Council. The goals of public education in Oklahoma. Oklahoma City, Oklahoma: Oklahoma Education Council, June 1978, 8 p.

Document Type: O (Goals Statement)

Classification: *LEGISLATIVE AND POLICY HISTORY, State board action; *GOALS AND PURPOSES.

Available from: Oklahoma Education Council
Room 4-K
State Capitol Complex
Oklahoma City, Oklahoma 73105

Cost: No charge, subject to handling fees.

In this statement are listed broad goals to increase the strength of public education in Oklahoma. They define minimum goals as follows: basic skills, general education, occupational competency and search for and application of knowledge. (GHM)

132 ECS 592

The University of Tulsa. Basic skills symposium. Tulsa, Oklahoma; The University of Tulsa, December 6, 1977, 82 pp.

Document Type:	P (Proceedings)
Classification:	*LEGISLATIVE AND POLICY HISTORY, State board action.
Available from:	The University of Tulsa 600 South College Ave. Tulsa, Oklahoma 74104
Cost:	No charge, subject to handling fees.

This study was summoned by Oklahoma educators and administrators to exchange information and ideas between various groups in Oklahoma which have a committed interest in the concept of basic skills. (GHM)

OREGON

Oregon Department of Education. Changes in standards (two articles). Edu-gram, May 1976, Vol. 8, No. 7, p. 2.

Document Type:	J (Journal Article)
Classification:	*STATE-OF-THE-ART, With reference to states; REPORTING/DISSEMINATION, Reports sent to, teachers; USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma.
Available from:	Oregon Department of Education 700 Pringle Parkway, S.E. Salem, Oregon 97310 (503) 378-3573
Cost:	No charge, subject to handling fees.

Action by the State Board of Education changing standards and graduation requirements is reported in one article. The other article reports results of a survey of elementary and secondary educators with 84 percent agreeing with the changes. (GHM)

Oregon Department of Education. Learning modules. Salem, Oregon:
Oregon Department of Education, May 1977, 56 p.

Document Type:	G (Training Manual, Teaching Guide)
Classification:	*REPORTING/DISSEMINATION, Reports sent to teachers; TARGET GROUPS AND TESTING SCHEDULE.
Available from:	Oregon Department of Education 700 Pringle Parkway, S.E. Salem, Oregon 97310 (503) 378-3573
Cost:	No charge, subject to handling fees.

Written for elementary and secondary education, these separate learning modules about the Minimum Standards of the Oregon Department of Education are self-instructional and individually paced. They are to be used for inservice training at the local district level. Titles are: Modules 1 and 2, Overview; Module 3, Writing District Goals. (GHM)

Oregon Department of Education. Oregon graduation requirements mini-report. Salem, Oregon: Oregon Department of Education, Revised July 1974, 4 p.

Document Type:	R (Report)
Classification:	*LEGISLATIVE AND POLICY HISTORY, Phase of implementation; COMPETENCIES, Emphasis, Academic and life skills; USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma.
Available from:	Oregon Department of Education 700 Pringle Parkway, S.E. Salem, Oregon 97310 (503) 378-3573
Cost:	No charge, subject to handling fees.

This report details the 1972 graduation requirements developed by the State Board of Education which replace those of 1932. Districts are to file implementation plans by July, 1974. Details are given for three new areas in developing new competencies, namely: personal development, social responsibility and career development. New requirements for school districts, including options and units of credits are given. (GHM)

136 ECS 600

Oregon Department of Education. The pipeline. Salem, Oregon: Oregon Department of Education, April 1976, 2 p.

Document Type:	J (Newsletter)
Classification:	*STATE-OF-THE-ART, With reference to states; REPORTING/DISSEMINATION, Reports sent to, school administrators; USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma.
Available from:	Oregon Department of Education 700 Pringle Parkway, S.E. Salem, Oregon 97310 (503) 378-3573
Cost:	No charge, subject to handling fees.

Results of a survey of elementary and secondary educators showing 84 percent agree with changes in Oregon's school standards, including graduation requirements are given in this newsletter. (GHM)

137 ECS 604

Oregon Joint Legislative Interim Task Force. Report of the joint legislative interim task force on minimum competencies/graduation requirements. Salem, Oregon: Oregon Legislative Assembly Joint Interim Task Force, December 1977, 92 p.

Document Type: H (Legislative Report)

Classification: *STATE-OF-THE-ART, With reference to states; USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma; COMPETENCIES; STANDARDS AND STANDARD SETTING, Source; PROGRAM RESOURCES AND COSTS, General program staffing.

Available from: Oregon Legislative Assembly
Joint Interim Task Force
453 State Capitol
Salem, Oregon 97310

Cost: No charge, subject to handling fees.

This final report of a legislatively appointed Task Force has two parts. Part One gives the history of the appointment, the charge to the committee and the twelve recommendations which clearly indicate the interest in competency testing but also the concern that such competencies not be used as graduation requirements. Part Two (appendix) includes all related supporting documents, including testimony before the legislature, the summary of responses to the Task Force questionnaire, an analysis of the cost of Competency Based Education in Oregon, a research brief, monograph and bibliography. (GHM)

Oregon School Boards Association. The view from here: graduating competently. Focus, Vol. I #4, May/June 1978, p. 11-15.

Document Type:	J (Journal article)
Classification:	*COMPETENCIES; USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma.
Available from:	Oregon School Boards Association State Department of Education 700 Pringle Parkway, S.E. Salem, Oregon 97310 (503) 378-3573
Cost:	No charge, subject to handling fees.

This article presents a sample of viewpoints from superintendents, board members, high school principals, teachers and students in four Oregon school districts, namely, Salem, Albany, Union High and Woodburn on the mandatory minimum state requirements for graduation which all 1977-78 graduating class members faced. Both course requirements and competencies were necessary to be passed. Opinions range from strongly supportive to adamantly opposed. (GHM)

PENNSYLVANIA

Pennsylvania Department of Education. Project 81: An overview. Harrisburg, Pennsylvania: Pennsylvania Department of Education, 1977, 6 p.

Document Type:	0 (Policy Paper)
Classification:	*LEGISLATIVE AND POLICY HISTORY, State board action; *USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma.
Available from:	Pennsylvania Department of Education Box 911, Education Building Harrisburg, Pennsylvania 17126 (717) 787-5820
Cost:	No charge, subject to handling fees.

The Pennsylvania State Board of Education's mandate to improve its learning system created Project 81, which takes its name from the projected date of implementation, 1981. This paper is an overview of the project's purpose and function, noting how they will achieve their goal of insuring that every Pennsylvania student who receives a diploma is equipped to accept the roles and responsibilities of adult life. (GG)

140 ECS 617

Pennsylvania Department of Education. Project 81 competency list report of the model districts. Harrisburg, Pennsylvania: Pennsylvania Department of Education, January 20, 1978, 4 p.

Document Type: 0 (Other)

Classification: *COMPETENCIES; *USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma.

Available from: Pennsylvania Department of Education
Box 911, Education Building
Harrisburg, Pennsylvania 17126
(717) 787-5820

Cost: No charge, subject to handling fees.

This list of competencies is a first draft from Project 81's study of model districts in Pennsylvania. The following is a list of areas in which they feel each student graduating from high school should be able to perform: (1) Managing Personal Finance, (2) Maintain Personal/Family Property, (3) Function Within the American System of Law, (4) Preserve the Environment, (5) Participate in the American System of Government, (6) Choose a Career, (7) Get a Job, (8) Keep a Job, (9) Function within Family Structures, (10) Maintain Mental Health, (11) Maintain Physical Health, (12) Maintain Conditions of Safety. (GG)

Pennsylvania Department of Education. Project 81 is here -- and so are we. Project 81, Vol. 1, #1, March-April 1977, 4 p.

Document Type: J (Newsletter)

Classification: *LEGISLATIVE AND POLICY HISTORY, State board action; *USE AND IMPLICATIONS OF TEST RESULTS, For students, Special recognition on diploma; REPORTING/DISSEMINATION.

Available from: Pennsylvania Department of Education
Office of Information and Publications
Box 911, Education Building
Harrisburg, Pennsylvania 17126
(717) 787-5820

Cost: No charge, subject to handling fees.

This is a newsletter published by the Pennsylvania Department of Education's Project 81. Its goals are briefly described here as: (1) to define the skills, knowledge and abilities young people need to cope with the demands of adult life; (2) to include people from the community as active participants in the educational system; and (3) to make sure students are actually prepared for the world beyond graduation. The newsletter also introduces the 12 sites it has chosen as model districts for field testing. (GG)

Pennsylvania Department of Education. Project 81: Let's focus on the issues (theme). Project 81, Vol. 2, #1, December 1977, p. 1-4.

Document Type:	J (Newsletter Article)
Classification:	*LEGISLATIVE AND POLICY HISTORY, State board action; GOALS AND PURPOSES.
Available from:	Pennsylvania Department of Education Box 911, Education Building Harrisburg, Pennsylvania 17126 (717) 787-5820
Cost:	No charge, subject to handling fees.

This newsletter published by Project 81 under the Pennsylvania Department of Education places emphasis on the following issues: (1) What is competence? (2) Who should set the standards against which competence is measured? (3) When and how should students be tested? (4) What about students who don't demonstrate competency? It also speaks of minimum competency progress on the national and federal level. (GG)

143 ECS 610

Pennsylvania Department of Education, Proposal #2. Review of graduation requirements. Harrisburg, Pennsylvania: Pennsylvania Department of Education, November 18, 1977, 3 p.

Document Type: 0 (Policy Paper)

Classification: *LEGISLATIVE AND POLICY HISTORY, State board action.

Available from: Pennsylvania Department of Education
Box 911, Education Building
Harrisburg, Pennsylvania 17126
(717) 787-5820

Cost: No charge, subject to handling fees.

This paper entitled "Commissioner's Proposals" places emphasis on the review of graduation requirements for Pennsylvania students. Their pilot project to study these requirements (Project 81) has provided the feedback for the review. The Commissioner also gives added comments on: State Board Goals of Quality Education; Educational Quality Assessment; Curriculum Projects; Long Range Plans; and Secondary School Evaluation. (GG)

RHODE ISLAND

Rhode Island Department of Education. Commissioner's report to the board of regents on the establishment of statewide educational achievement standards in basic skills and minimum competencies. Providence, Rhode Island: Rhode Island Department of Education, May 1979, 33 p.

Document Type:	O (Commissioner's Report)
Classification:	*LEGISLATIVE AND POLICY HISTORY, State board action; STANDARDS AND STANDARD SETTING; USE AND IMPLICATIONS OF TEST RESULTS, For students, Mandatory remediation, Optional remediation.
Available from:	State Department of Education 1006 Rutledge Building Columbia, South Carolina 29201
Cost:	No charge, subject to handling fees.

This report addresses the basic questions of setting standards for the Rhode Island minimum competency testing program. The issues discussed are: 1) why test; 2) what skills to test; 3) when to test; 4) who should be tested; 5) how to measure skills; 6) performance expectations of students and 7) if tests show deficiencies, how to improve performance. A policy statement and a list of the members of the state standards council are included. (MVD)

145 ECS 622

Rhode Island Department of Education. Rhode Island statewide assessment program 1975-76 highlights report. Providence, Rhode Island: National Evaluation Systems, Inc., 1976, 24p.

Document Type: R (Technical Report)

Classification: *COMPETENCIES, Specific areas by grades tested, Reading, Writing, Mathematics.

Available from: National Evaluation Systems, Inc.
P.O. Box 226
Amherst, Massachusetts 01002

Cost: No charge, subject to handling fees.

This "highlights report" offered by the Rhode Island Statewide Assessment Program focuses on: 1) summarizing the test results of fourth- and eighth- graders and 17-year-olds in the three basic skills areas of reading, mathematics, and writing; and 2) discussing two characteristics of student home environments which were shown to bear a relationship to test performance. The major findings will hopefully be useful to subject matter experts, parents, teachers, and other interested professionals and lay persons. (GG)

Rhode Island Department of Education. Schools and skills. Providence, Rhode Island: Bureau of Research, Planning and Evaluation, January 1976, 40 p.

Document Type: Q (Evaluation Device)

Classification: *STANDARDS AND STANDARD SETTING; USE AND IMPLICATIONS OF TEST RESULTS, For students, high school diploma.

Available from:
Bureau of Research, Planning and Evaluation
Rhode Island Department of Education
199 Promenade Street
Providence, Rhode Island 02908

Cost: No charge, subject to handling fees.

In its efforts to provide feedback from the communities of Rhode Island, the Department of Education developed this booklet which has a postcard review form attached. The booklet contains five objectives and 100 performance indicators which strive to define the skills a student should attain by the time they are legally allowed to leave school. (GG)

SOUTH CAROLINA

147 ECS 634

McLawhorn, Richard E. Minimal competency in the basic skills. Columbia, South Carolina: South Carolina, Legislative Council, 1978, 5p.

Document Type: R (Research Report)

Classification: *LEGISLATIVE AND POLICY HISTORY, State board action.

Available from: Richard E. McLawhorn
Legislative Council of the General Assembly
State of South Carolina
P.O. Box 11417
Columbia, South Carolina 29211

Cost: No charge, subject to handling fees.

This document was included in a school administrators' newsletter and explains the minimum competency legislation in South Carolina and its impact on local educators and administrators. Responsibilities of the state board of education and local school districts are discussed. (MVD)

TENNESSEE

148 ECS 296

Tennessee Department of Education. Student expectations in the basic skills K-6. Nashville, Tennessee: Tennessee Department of Education, Tennessee Education Association, June 1978, 28 p.

Document Type: G (Guide)

Classification: *COMPETENCIES, Emphasis, Academic skills;

Available from: Commissioner of Education
100 Cordell Hull Building
Nashville, Tennessee 37219

Cost: No charge, subject to handling fees.

This paper presents recommendations regarding elementary education expectations in Tennessee. Educators in the state developed guidelines as to what skills a student could reasonably be expected to attain in grades K-6. (MVD)

149 ECS 638

Tennessee Higher Education Commission. The competent college student. Nashville, Tennessee: Tennessee Higher Education Commission, April 1977, 20 p.

Document Type: 0 (Essays)

Classification: *GOALS AND PURPOSES; STATE-OF-THE-ART.

Available from: Wayne Brown, Executive Director
Tennessee Higher Education Commission
501 Union Building, Suite 300
Nashville, Tennessee 37219
(615) 741-3605

Cost: No charge, subject to handling fees.

The essays were written by distinguished Tennessee educators to stimulate dialogue on the basic goals and expectations of higher education. Each of the educators state a position on the minimal attainments which are generally expected of college students. It is expected that this booklet will affect educational policy by way of reaction. (GG)

TEXAS

150 ECS 647

Texas Education Agency. Essential objectives/measurable learner outcomes mid point level math and reading. Austin, Texas: Texas Education, January 13, 1978, 7 p.

Document Type: G (Resource Guide)

Classification: *COMPETENCIES, Reading, Mathematics.

Available from: Texas Education Agency
201 East 11th Street
Austin, Texas 78701
(512) 475-3271

Cost: No charge, subject to handling fees.

This publication lists essential objectives and learner outcomes for midpoint math and reading for Texas students. Each objective is followed by learner outcomes and measurement specifications which identify the conditions under which the objective will be measured. (Author/MVD)

151 ECS 642

Urban Advisory Committee and Texas Education Agency. A position paper on accountability renewal. Houston, Texas: Texas Education Agency, January, 1977, 12 p.

Document Type: S (Paper)

Classification: *SCORING AND ANALYSIS; LEGISLATIVE AND POLICY HISTORY, State board action; COMPETENCIES, Reading, Mathematics; PROVISIONS FOR SPECIAL POPULATION, Formal provisions for minority students.

Available from: Texas Education Agency
201 East 11th Street
Austin, Texas 78701

Cost: No charge, subject to handling fees.

This paper describes preliminary findings and implications of an effort by the seven urban school districts in Texas and the Texas Education Agency to develop a system of accountability and a system of developing processes for facilitating continued school improvement (renewal). The purpose of this study was to determine whether a common base could be established for these urban districts. Relationships between socio-economic status, ethnicity and achievement are discussed and a list of recommendations is provided. (Author/MVD)

UTAH

Northeast Regional Center. Functional competencies required for high school graduation: teacher's handbook 1978-79. Salt Lake City, Utah: Utah State Board of Education, 1978, 125 p.

Document Type: C (Teacher Developed Materials)

Classification: *USE AND IMPLICATIONS OF TEST RESULTS, For students, high school diploma; TEST INSTRUMENTS; TEST ADMINISTRATION.

Available from: Utah State Board of Education
250 East Fifth South Street
Salt Lake City, Utah 84111

Cost: No charge, subject to handling fees.

A handbook for Utah teachers. This is in preliminary form; reliability and validity have not been assessed. Specific procedures for testing minimal competencies are contained in this handbook. For each of the 24 functional competencies listed, the following is provided:

1. Classes where instruction is related to the competency are identified.
2. Performance indicators.
3. Testing procedures and instructions.
4. Required forms used in the testing procedures. (Author/MVD)

Utah State Board of Education. Report on implementing the minimal competency evaluation program. Salt Lake City, Utah: Utah State Board of Education, February 17, 1978, 40 p.

Document Type: R (Report)

Classification: COMPETENCIES, Specific areas by grades tested, Reading, Writing, Mathematics, Listening, Speaking, Other.

Available from: Utah State Board of Education
250 East Fifth South Street
Salt Lake City, Utah 84111

Cost: No charge, subject to handling fees.

This report gives a sample of objectives and performance indicators for basic minimal competencies in the areas of: communicating (listening/seeing, speaking, reading, writing), computation, democratic governance, consumer skills and problem solving. The skills listed all relate to day-to-day activities encountered throughout one's life. (MVD)

Utah State Board of Education. State high school graduation requirements and state program of studies in secondary schools. Salt Lake City, Utah: Utah Board of Education, January 21, 1977, 19 p.

Document Type: R (Study)

Classification: *USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma; COMPETENCIES, Emphasis, Both.

Available from: Utah State Board of Education
250 East Fifth South Street
Salt Lake City, Utah 84111
(801) 533-5431

Cost: No charge, subject to handling fees.

This report was developed because of the general concern over changes in secondary school education. The Utah board gives the following list of forces as reason for concern: 1) new legal prerogatives for youth, 2) new maturational circumstances, 3) new social conditions, 4) new job interests, 5) new school-college relationships, 6) new attitudes about education. The new requirements mandate few major changes from current requirements; the demonstration of functional competencies; an individual plan for each student; increased emphasis on career education, education for parenthood, the free market system, and vocational education. (GG)

VERMONT

Vermont Department of Education. Teacher's guide for the basic competencies in reasoning. Montpelier, Vermont: Vermont Department of Education, 1979, 45 p.

Document Type: G (Teaching Guide)

Classification: *COMPETENCIES, Specific areas by grades tested, Other.

Available from:
Vermont Department of Education
State Office Building
Montpelier, Vermont 05602
(802) 828-3135

Cost: No charge, subject to handling fees.

This teacher's guide is designed to complement the "Manual of Information and Guidelines for Teachers and Administrators: Basic Competencies." The purpose of the Guide is to define the Basic Competencies in Reasoning and help teachers to incorporate them into the educational program at all levels. The State Board of Education Regulations on the Basic Competencies in Reasoning are given with a brief explanation of each. The Competencies are then given with sample teaching strategies and mastery level examples for grades K-12. A bibliography is also included. (Author/LBD)

Vermont Department of Education. Vermont's 1977-1978 basic competency program, a report on the first year of implementation. Montpelier, Vermont: Vermont Department of Education, 1978, 37 p.

Document Type: R (Research Report)
G (Resource Guide

Classification: *REPORTING/DISSEMINATION; PROGRAM RESOURCES AND COSTS

Available from: Vermont State Department of Education
State Office Building
Montpelier, Vermont 05602
(802) 828-3135

Cost: No charge, subject to handling fees.

This is a report on the first year (1977-78) of implementation of the Vermont Basic Competency Program. It includes data which will be most useful at the local level, including teachers, parents and students. It will also be used in state and local decisionmaking, budget and education legislation. A comparability study between various school districts is discussed with the results of the comparisons documented. (MVD)

VIRGINIA

157 ECS 270

Commonwealth of Virginia, Department of Education, Division of Elementary Education. Basic learning skills grades K-6, minimum statewide education objectives. Richmond, Virginia: Commonwealth of Virginia, Department of Education, July 1, 1977, 20 p.

Document Type: D (Reference Works Dealing with Organizations/Institutions)

Classification: *COMPETENCIES, Specific areas by grades tested, Reading, Writing, Mathematics, Listening, Speaking.

Available from: Virginia State Department of Education
P.O. Box 6Q
Richmond, Virginia 23216
(804) 786-2612

Cost: No charge, subject to handling fees.

This booklet identifies specific objectives that should be achieved by Virginia students in reading, communications and mathematics in grades K-6. The grade level by which each objective should be achieved is matched with that particular objective. (MVD)

158 ECS 272

Commonwealth of Virginia, Department of Education, Division of Sciences and Elementary Administration. Minimum competencies, mathematics, suggestions for instruction and assessment. Richmond, Virginia: Commonwealth of Virginia, Department of Education, December 1978, 113 p.

Document Type:	C (Teacher Developed Materials)
Classification:	*USE AND IMPLICATIONS OF TEST RESULTS; COMPETENCIES, Specific areas by grades tested, Mathematics; PROVISIONS FOR SPECIAL POPULATION, Formal provisions for, Special education.
Available from:	Virginia State Department of Education P.O. Box 6Q Richmond, Virginia 23216 (804) 786-2612
Cost:	No charge, subject to handling fees.

This publication is prepared primarily for teachers of mathematics but may be helpful in instructional programs for handicapped students. It has been designed to aid teachers in: 1) assessing achievement of students, 2) diagnosing student errors and 3) planning an appropriate instructional program. Sample test items are given, along with a math vocabulary list. (MVD)

Commonwealth of Virginia, Department of Education. Student competencies for mathematics checklist for instructional validity. Richmond, Virginia: Commonwealth of Virginia, Department of Education, 6 p.

Document Type: O (Checklist)

Classification: *COMPETENCIES, Specific areas by grades tested, Mathematics.

Available from: Virginia State Department of Education
P.O. Box 6Q
Richmond, Virginia 23216
(804) 786-2612

Cost: No charge, subject to handling fees.

A checklist to be used by teachers listing the individual competency, the tasks used to measure performance of the competency and the grades in which these competencies should be achieved. (MVD)

WASHINGTON

Soder, J.B. Evaluation of the first field test of the minimum competencies performance test. Seattle, Washington: Seattle Public Schools, July 1979, 99 p.

Document Type: O (Evaluation Report)

Classification: *REPORTING/DISSEMINATION; *RESEARCH; TEST ADMINISTRATION; SCORING AND ANALYSIS.

Available from: Seattle Public Schools
Administrative & Service Center
815 Fourth Avenue North
Seattle, Washington 98109

Cost: No charge, subject to handling fees.

Mastery of sixteen "life skills" tasks will be a Seattle Public Schools graduation requirement beginning in 1981. Five forms of the Minimum Competencies Performance Test, which will be used to measure mastery of those tasks, are presently being developed and field tested. This report presents the results of the analysis of the first field test.

The five forms of the test as a whole have high internal consistency, are stable, and are moderately equivalent to one another. The fourteen individual competencies measured by each form are not as internally consistent, nor are they as stable or as equivalent from form to form. Some items need to be replaced in order to improve the reliability and equivalency of both the total test and the individual competencies.

The results of this analysis were used in the development of the revised version of the Minimum Competencies Performance Test used for the Spring, 1979 field test. (GG)

Washington Department of Education. Handbook for school district implementation of the student learning objectives law. Olympia, Washington: Washington Department of Education, June 1976, 28 p.

Document Type: O (Handbook)

Classification: LEGISLATIVE AND POLICY HISTORY, State board action, Local board action.

Available from: Washington State Department of Public Instruction
Old Capitol Building
Olympia, Washington 98504

Cost: No charge, subject to handling fees.

This preliminary draft is designed to help school district personnel understand the intent of the law, to identify its specific requirements for school districts, and to suggest how school districts might move toward its implementation. In the fall of 1976, a revision of this handbook will be available. Contains a bibliography. (Author/LBD)

Washington Department of Public Instruction. Guide to the student learning objectives law. Olympia, Washington: Washington Department of Public Instruction, April 1978, 10 p.

Document Type:	G (Guide)
Classification:	*REPORTING/DISSEMINATION; LEGISLATIVE AND POLICY HISTORY, State board action.
Available from:	Washington State Department of Public Instruction Old Capitol Building Olympia, Washington 98504
Cost:	No charge, subject to handling fees.

This guide offers an interpretation of the 1977 Student Learning Objectives Law. To implement the program, the guide also lists a definition of terms, objectives and program assessment, desirable characteristics of a student learning objective, and indicators of quality. Commonly voiced questions receive answers and a student learning objectives timeline is given. District tasks are listed with a range of effective implementation approaches from least demanding to most demanding. (LBD)

WYOMING

Wyoming Department of Education. Minimal competencies for high school graduation. Cheyenne, Wyoming: Wyoming Department of Education, November 8, 1977, 1 p.

Document Type: 0 (Board Policy Statement)

Classification: *COMPETENCIES, Reading, Writing, Mathematics; *USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma.

Available from: Wyoming Department of Education
Hathaway Building
Cheyenne, Wyoming 82002

This policy statement of the Wyoming State Board of Education enumerates three minimum requirements for issuing of a public high school diploma -- including ability to read, write and compute with proficiency -- and is to be a joint responsibility with the local school district. (GHM)

Wyoming Department of Public Instruction. Wyoming minimal competencies task force. Cheyenne, Wyoming: Wyoming Department of Public Instruction, December 1979, 6 p.

Document Type: O (Paper)

Classification: *LEGISLATIVE AND POLICY HISTORY, State board action; *USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma.

Available from: Wyoming Department of Public Instruction
Hathaway Building
Cheyenne, Wyoming 82002
(307) 777-7673

Cost: No charge, subject to handling fees.

This paper presents issues to be considered by the Wyoming MCT Task Force. It contains the rationale for minimum competency testing, questions to be considered by the task force members, definitions and requirements for high school graduation. (GHM)

SECTION TWO:

OTHERS

American Friends Service Committee. A citizens' introduction to minimum competency programs for students. Columbia, South Carolina: Southeastern Public Education Program, February 1978, 57 p. and Appendix.

Document Type: B (Monograph) G (Guide)

Classification: *STATE-OF-THE-ART; BIBLIOGRAPHIES.

Available from: Southeastern Public Education Program
American Friends Service Committee
401 Columbia Building
Columbia, South Carolina 29201

Cost: $1.50

This is a valuable, comprehensive presentation of the entire scope of minimum competency and is intended for the average citizen as well as policy makers. From the definition of minimum competency programs with which the first five sections are opened...the question and answer format covers what minimum competency programs are, and how they work as well as what happens after testing. "What Citizens Should Look For" (section six) is a guide listing concerns when assessing the design and the effect of minimum competency programs. Also included are: annotated references on readings (section seven); resources (section eight); and an ECS state-by-state chart on minimum competency testing activity (section nine). (GHM)

Anderson, B. D. The costs of legislated minimal competency requirements, (A background paper prepared for the minimal competency workshops sponsored by Education Commission of the States and National Institute for Education) Denver, Colorado: Education Commission of the States, September 1977, 27 p.

Document Type: S (Speech, Conference Report)

Classification: *TEST INSTRUMENTS; *PROGRAM RESOURCES AND COSTS.

Available from: Education Commission of the States
1860 Lincoln Street, Suite 300
Denver, Colorado 80295
(303) 861-4917

Cost: $2.75

This paper gives a presentation of the various costs of minimal competency testing when legislated. It details the costs of both the regulating agency and those monitored. The cost benefit perspective examines: (1) test development costs, (2) test administration, (3) development and maintenance of regulatory mechanisms and (4) compensatory programs. Seven carefully supported recommendations are made for cost effective minimal competency testing. (GHM)

167 ECS 174

Baratz, J. C. Policy implications of minimum competency testing. Washington, D. C.: Education Policy Research Institute of Educational Testing Service, October 13, 1978, 50 p.

Document Type: S (Speech, Conference Paper)

Classification: *STATE-OF-THE-ART; LEGISLATIVE AND POLICY HISTORY, Legislative action, state board action.

Available from: Education Policy Research Institute of
Educational Testing Service
1527 New Hampshire Avenue, N.W.
Washington, D.C. 20036

Cost: No charge, subject to handling fees.

Written for policy makers and educators involved in the decision-making process, this document examines the current focus on test results, describes the efforts at implementing minimum competency testing programs and discusses the policy implications deriving from these programs. The paper describes the environment in which these programs operate and outlines technical problems they must confront and questions whether there is more to the program than rhetoric. The paper discusses policy questions relating to such issues as the state's obligation, the effect of the standards on equal educational opportunity, the adequacy of the standards and the consequences of failing the test. Overall, the author sees this movement as a passing fad; however, demands for accountability of the system will persist. (Author)

Bossone, R.M. Minimum competencies: A national survey. New York: Center for Advanced Study in Education, The Graduate School and University Center of the City University of New York, 1978, 118 p.

Document Type: R (Research Report)

Classification: *RESEARCH; COMPETENCIES.

Available from: Center for Advanced Study in Education
City University of New York Graduate School
and University Center
33 West 42nd Street
New York, New York 10036

Cost: No charge, subject to handling fees.

This research report identifies the competencies for functioning adults but no agreement was found on which of these should be taught in the schools. It identifies student problems in the basic skills -- reading, writing, mathematics, speaking, and listening -- and stresses the need for research. Surveyed were legislators, teachers, parents, students, administrators, board members, and employers. The findings are reported by percent for each group. Analysis of data by every variable is also included. (GHM)

169 ECS 041

Brickell, H. M. Let's talk about minimum competency testing. Denver, Colorado: Education Commission of the States, May 1977, (Report #110), 38 p.

Document Type: G (Resource and Study Guide, Leaders Guide)

Classification: *STATE-OF-THE-ART.

Available from: Education Commission of the States
Publications Department
1860 Lincoln Street, Suite 300
Denver, Colorado 80295

Cost: 1-4 copies, $5.00 each
5 copies, $15.00
10 copies, $25.00
20 copies, $40.00
prepayment required

This guide is intended for use by state and local study committees of commissions to give direction to a very careful and thorough study of the issues, options and arguments in minimum competency testing. It briefly describes the choices available. It contains discussion guides with questions and answers in eight sections, and a mailable questionnaire. Easy to follow, it gives step-by-step procedures. (GHM)

Brickell, H. M. & Paul, R. H. Minimum competencies and transferable skills: What can be learned from the two movements. (Information series #142). Columbus, Ohio: National Center for Research in Vocational Education, 1978.

Document Type:	R (Report)
Classification:	*RESEARCH
Available from:	Publications Department National Center for Research in Vocational Education 1960 Kenny Road Columbus, Ohio 43210
Cost:	No charge, subject to handling fees.

This is a report comparing and contrasting potential impacts of the transferable skills and minimum competency testing movements on school programs, staff and students. Key questions and alternative strategies are presented to assist educational planners and administrators in formulating policy and establishing promotion or completion criteria in secondary and postsecondary education. (Author)

Center for Law and Education, Inc. Minimum competency testing flunks first legal challenge. Cambridge, Massachusetts: Center for Law and Education, Inc., September 1979, #2, p. 1-2.

Document Type:	J (Journal Article)
Classification:	*LEGISLATIVE AND POLICY HISTORY, Associated Litigation, Federal level, State level; *USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma; *PROVISIONS FOR SPECIAL POPULATION, Formal provisions for Minority (racial) students; TEST INSTRUMENTS; TEST ADMINISTRATION; SCORING AND ANALYSIS.
Available from:	Center for Law and Education, Inc. 6 Appian Way Cambridge, Massachusetts 02138 (617) 495-4666
Cost:	No charge, subject to handling fees.

The article reports the U.S. District Court ruling that a "passing score on Florida's statewide functional literacy test cannot be a requirement for high school graduation until the 1982-1983 school year." Background for the decision in Debra P. v. Turlington made on July 12, 1979 which is given includes the plaintiffs' claims, plaintiffs' testimony, implications of the decision and the Center for Law and Education's involvement. The Center served as co-counsel with Bay Area Legal Services and Legal Services of Greater Miami. The impact of de jure segregation and the multifaceted effects on black students was one of the major issues; the validity of the testing program itself was another. (GHM)

Cohen, D. K., & Haney, W. Minimums, competency testing and social policy. Cambridge, Massachusetts: The Huron Institute, National Consortium on Testing, Staff Circular #4, December 1978, 32 p.

Document Type: B (Monograph)

Classification: *STATE-OF-THE-ART.

Available from: The Huron Institute
123 Mount Auburn Street
Cambridge, Massachusetts 02138

Cost: $3.00

This paper discusses minimum competency testing against the background of minimalism and of social policy in relation to equality and change, presented in sections I and II; and the third section discusses "minimums, inputs and outputs." In sections IV and V it expresses a concern for states and localities in the use of minimum competency tests. The central question arises: "Is MCT a progressive shift of attention in social policy to provision of outcomes, as a means of enhancing educational equality, or is it more a new means for status differentiation?" Sections VI and VII discuss the viability of the program and give conclusions. Social service effectiveness as well as dissatisfactions are challenges which even this MCT issue confronts. (GHM)

173 ECS 747

Corbett, W. Opening up competency tests. The Testing Digest, Vol. 1, Issue 3, Fall 1979.

Document Type: J (Journal Article)

Classification: *LEGISLATIVE AND POLICY HISTORY, State board action; REPORTING/DISSEMINATION, Reports sent to, Students, Parents; USE AND IMPLICATIONS OF TEST RESULTS.

This article gives the history of a private citizen introducing an amendment to the Massachusetts Board of Education's Policy on Basic Skills, the amendment itself and the statement that the Board in adopting the amendment made "Massachusetts the first state to give elementary and secondary school students the right to inspect the minimum-competency test questions that affect their lives." (Author/GHM)

174 ECS 760

Education Commission of the States. ECS policy, 1978 minimum competency recommendations. Denver, Colorado: Education Commission of the States, 1978, 12 p.

Document Type: R (Research Report) G (Resource Guide)

Classification: STATE-OF-THE-ART; LEGISLATIVE AND POLICY HISTORY.

Available from: Education Commission of the States
Suite 300
1860 Lincoln Street
Denver, Colorado 80295
(303) 861-4917

Cost: No charge, subject to handling fees.

This policy statement was adopted by commissioners of the Education Commission of the States (ECS) at the 1978 annual meeting in Indianapolis. It is the culmination of the Commission's work of several years and includes the rationale for the policies intended to guide state officials. It contains an overview and the policy issues.

The overview discusses basic skills, state programs and ECS activity in its introduction. The political considerations are: back-to-the-basics, costs of schooling, educational reform, competency based education and minority groups' interests. Technical issues are: test reliability, cut-off point and cultural bias. Policy issues cited are: student achievement; roles of federal, state and local governments; determination of purpose; learning problems; public participation; bilingual, remedial programs; funding and teacher training. (GHM)

175 ECS 772

Educational Testing Service. An ETS information report; Basic skills assessment around the nation. Princeton, New Jersey: Educational Testing Service, September 1977, 23 p.

Document Type: G (Resource Guide
L (Bibliography)

Classification: *STATE-OF-THE-ART; LEGISLATIVE AND POLICY HISTORY, Legislative action, State board action.

Available from: Educational Testing Service
Princeton, New Jersey 08540

Also available as ERIC abstract ED 152 796

Cost: No charge, subject to handling fees.

After an initial brief history of the background of the development on minimum competency testing programs, this monograph presents a chart showing the level of state activity relating to the subject, indicating that states with measures "under study", "planning" and those with "experimental or operating programs". Following the chart there is a description of activity in the fifty states. A list of helpful references is included. (GHM)

176 ECS 06

Fillbrandt, J. R., & Merz, W. R. The assessment of competency in reading and mathematics using community based standards. Educational Research Quarterly, 2, #1, Spring 1977, p. 3-11.

Document Type: J (Journal Article)

Classification: *TARGET GROUPS AND TESTING SCHEDULE; USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma; COMPETENCIES, Emphasis, Academic skills, Specific areas, Reading, Mathematics; TEST INSTRUMENTS; TEST ADMINISTRATION, Management of administration, Local responsibility; SCORING AND ANALYSIS, Who scores, Local districts.

This article reports of 12th grade graduation standards in reading and mathematics. A high school district employed multiple matrix sampling procedures to establish cut-off scores on its reading and mathematics competency tests for students to establish graduation standards. Entry-level job holders in the working community were tested with subsets of the intact test. Generalizations were made from the results, and comparison of the performance of high school students and the community group was made. A table giving percentages is included. (Author/GHM)

177 ECS 051

Frahm, R. & Covington, J. What's happening in minimum competency testing. Bloomington, Indiana: Phi Delta Kappa, 1979, 56 p.

Document Type: B (Book)

Classification: *STATE-OF-THE-ART; *RESEARCH.

Available from: Phi Delta Kappa
Eighth and Union
Box 789
Bloomington, Indiana 47402

Cost: $2.50

This monograph presents seven case studies of competency testing in six districts and one state across the country, namely, Gary, Chicago, Denver, Omaha, St. Paul and Portland, Oregon. It examines laws and regulations in eight other states, i.e., Florida, North Carolina, Virginia, New York, Arizona, Nevada, Tennessee and Kentucky. It presents critics, supporters, teachers and teacher organizations, the school scene, the federal scene and concludes that minimum competency testing has a mixed response. "So far, neither the worst fears of critics nor the highest hopes of supporters have been realized." (GHM)

178 ECS 753

Glass, Gene V. Standards and criteria. Boulder, Colorado; University of Colorado, 1977, 50 p.

Document Type: B (Monograph)

Classification: *STANDARDS AND STANDARD SETTING; TEST INSTRUMENTS; TEST ADMINISTRATION; SCORING AND ANALYSIS; USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma.

Available from: The Evaluation Center
College of Education
Western Michigan University
Kalamazoo, Michigan 49008

Cost: $2.00

In this paper the author (a) examines the ordinary usage of the words "standards" and "criteria" in the measurement literature; (b) traces the evolution of the notion of performance standards in the criterion-referenced testing movement; (c) analyzes and critiques six methods of setting performance standards on criterion-referenced tests; and (d) reflects briefly on the political forces which have become focused on the standards issue.

This work is considered a "classic" by some in the field and certainly the author uses documented research. He challenges the standards of "absolutes in education" while supporting the ideas of comparative evidence and change. A useful reference for state and local officials charged with setting minimum competency standards.

This paper is a shortened version of a monograph prepared under a grant from the Carnegie Corporation. (Author/GHM)

179 ECS 043

Green, T.F. Minimal educational standards: a systematic perspective. (A background paper prepared for the minimal competency workshops sponsored by Education Commission of the States and National Institute for Education) Denver, Colorado: Education Commission of the States, September 1977, 35 p.

Document Type: S (Speeches, Conference Report)

Classification: *STATE-OF-THE-ART

Avaliable from: Education Commission of the States
Publications Department
1860 Lincoln Street, Suite 300
Denver, Colorado 80295

Cost: $2.75

This historical examination discusses the problems related to setting standards suggesting that the large number of students graduating from high schools and the desire for uniform meaning in diplomas has created conflict. He explores the social and economic benefits attached to the attainment of a diploma and gives a social and philosophical analysis of the education system and the "minimum standards." (GHM)

Haney, W., & Madaus, G. Making sense of the competency testing movement. Harvard Educational Review, November 1978, 48, #4, pp. 462-484.

Document Type: J (Journal article)

Classification: *STATE-OF-THE-ART; GOALS AND PURPOSES; *RESEARCH

The movement to test students' competencies as both a basis for promotion and a means for improving educational achievement is gathering momentum. In this article, Walt Haney and George Madaus explore the complexities of minimal competency testing. They examine the implementation of minimal competency testing programs nationwide and argue for a careful consideration of several important unresolved issues: the definition of what constitutes a "minimal competency", the determination of appropriate measures, and the use of the concept of minimal competence in formulating educational goals. (Author)

181 ECS 125

Howe, H. Tests and schooling. New York: The Ford Foundation, March 1978, 21 p.

Document Type: S (Conference Speech)

Classification: *GOALS AND PURPOSES; STANDARDS AND STANDARD SETTING; PROVISIONS FOR SPECIAL POPULATION, Formal provisions for, Minority (racial) students.

Available from:
Harold Howe II
The Ford Foundation
320 East 43rd Street
New York, New York 10017

The writer uses three initial points; (1) schools in the United States, compared with the rest of the world, are doing a good job; (2) almost all of the children of almost all of the people have been brought into American schools; and (3) in American education we have moved on the two fronts of educational equity and excellence at the same time. He discusses the concern about achievement testing which might be addressed at several levels of government. He discusses the uses and misuses of "norm-referenced" tests and "criterion-referenced" tests. He felt the former are more convenient than accurate and fair; he recommends "more attention to the development of tests to give teachers information with which they can define the learning needs of children and plan instruction accordingly." Thus (1) NIE must muster new energies for the development and improvement of testing that really helps teachers in the diagnosis of learning problems, and (2) there must be opportunities for teachers to learn more about using tests effectively. He makes other suggestions for the federal government to be really helpful.

This address was delivered at the National Conference on Achievement Testing, March 1-3, 1978, Washington, D.C. (Author/GHM)

In SAD 41 students must pass the test to graduate. The Maine Teacher, January 15, 1979, p. 8.

Document Type: J (Newsletter article)

Classification: USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma; STATE-OF-THE-ART, With reference to local school districts; COMPETENCIES.

Maine has adopted an easy-does-it attitude toward competency testing -- moving slowly and carefully where other states have plunged ahead. Nine communities, with the help of federal money, are developing individual models for student evaluation; the department is planning computerized assistance to local school districts. Two rural communities in Piscataquis County are in the third year of a program of competency testing. This article gives a short history of minimum competency testing in School Administrative District 41 from 1976 to January 1979 in the state of Maine where, before federal grants were secured, teacher initiative started what is Maine's only full-fledged competency program. Only basic competencies are now included, but expansion to add life skills is planned. Parents are notified of childrens' weaknesses, remedial classes are given, students at all levels may take the tests, and students must pass to graduate. Concerns are about future funding when federal money is exhausted and about continuing cultural programs as well as basics. (Author/GHM)

Kelley, E.W. The politics of proficiency. (A background paper prepared for the minimal competency workshops by Education Commission of the States and National Institute for Education) Denver, Colorado: Education Commission of the States, September 1977, 37 p.

Document Type:	S (Speech, Conference Report)
Classification:	*STATE-OF-THE-ART; *PROVISIONS FOR SPECIAL POPULATION, Formal provisions for Minority (racial) students; *PROGRAM RESOURCES AND COSTS.
Available from:	Education Commission of the States 1860 Lincoln Street, Suite 300 Denver, Colorado 80295 (303) 861-4917
Cost:	$2.75

In this paper, the advocacy for legislation, the author states, appears to be based upon the desire to make educators accountable, to measure cost-effectiveness of education per se and to insure that all students obtain an adequate education in basic skills. He argues that the use of minimum standards of competency have none of these effects. He examines the role of students, teachers, test makers and researchers, special interest groups and politicians and does not advocate minimum competency testing because a large number of students (mostly poor and minority) will drop out of school. He concludes that groups may be helped but individuals will suffer from minimum competency testing. (GHM)

McClung, M. S. Competency testing programs; Legal and educational issues. Fordham Law Review, 47:651712, 1979.

Document Type: J (Journal Article)

Classification: *STATE-OF-THE-ART; LEGISLATIVE AND POLICY HISTORY; TEST INSTRUMENTS; TEST ADMINISTRATION; COMPETENCIES; USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma, Grade promotion; PROVISION FOR SPECIAL POPULATION; FUTURE DIRECTIONS.

This article identifies a number of legal and educational problems raised by most programs that make passing a competency test a prerequisite to receiving a high school diploma. The writer further states that "the potential of these programs for unfairness . . .makes legal challenge likely." He suggests this article might be used by legislatures and school districts to anticipate plaintiffs' arguments. In addition to its introduction and conclusion it has seven sections, as follows: I. Legislative, Legal, and Educational Background; II. Inappropriate Test Content; III. Adequacy of Phase-In Period; IV. Matching Test and Instruction; V. Racial and Linguistic Discrimination; VI. Handicapped Students; VII. Recommended Approaches. (Author/GHM)

McKean, R. C., Vaggalis, M., Kishkunas, L. J., & Wubben, H. Alternatives to state national graduation tests (theme issue). School and University Review, Vol. 8, #2, Spring 1978, p. 1-6.

Document Type: S (Conference Reports), J (Journal Article)

Classification: *COMPETENCIES, Source Both.

This issue of the Review gives a summary of presentations made at a Special Session at the 1978 Association for Supervision and Curriculum Development National Conference in San Francisco. Topics and individual authors are: I. A Reform Movement by Robert McKean; II. Alternatives at the District Level by Louis J. Kishkunas; III. Alternatives at the Building Level by Hazlett Wubben; IV. Alternatives at the Classroom-Teacher Level by Bob L. Taylor; and the article, "Projected Competency-Based Education Movement Calls for Refined Basic Skills, Awareness of Pitfalls" by Michael Vaggalis. (GHM)

Miller, B. S. Minimum competency testing: a report of four regional conferences. (Jointly sponsored by Education Commission of the States and the National Institute of Education) St. Louis, Missouri: CEMREL, Inc., January 1978, 79 p.

Document Type: S (Conference Report)

Classification: *STATE-OF-THE-ART; LEGISLATIVE AND POLICY HISTORY; STANDARDS AND STANDARD SETTING; TEST INSTRUMENTS; TEST ADMINISTRATION; SCORING AND ANALYSIS; *PROGRAM RESOURCES AND COSTS.

Available from: Education Commission of the States
1860 Lincoln Street, Suite 300
Denver, Colorado 80295
(303) 861-4917

Cost: $1.50 (including postage and handling)

This report reflects proceedings of four conferences and synthesizes remarks, questions and suggestions of the 517 participants to show both general areas of consensus and issues identified as needing further research and study. The report has four sections. Section 1: Checking Perceptions, gives information from both the politicians and educational leaders concerns. Section 2: Topical Issues, discusses six topics -- namely, guidelines for minimum competencies; setting standards; instructional management; accountability; testing and finance. Section 3: The Next Step..., gives suggestions for research, for state reports and pitfalls to be avoided. Section 4: Background Papers, gives summaries of the papers presented at the conference. References and state activity are included in the appendixes. (GHM)

Mizell, M. H. Minimum competency programs, protected classes, and federal agencies. Columbia, South Carolina; Southeastern Public Education Program, American Friends Service Committee, 1979, 21 p.

Document Type: S (Conference Paper)

Classification: *STATE-OF-THE-ART, With reference to both; LEGISLATIVE AND POLICY HISTORY; PROVISIONS FOR SPECIAL POPULATION, Formal provisions for, Minority (racial) students.

Available from:
Southeastern Public Education Program
American Friends Service Committee
401 Columbia Building
Columbia, South Carolina 29201

This paper presents initially the background and experience which raises the question of whether competency programs benefit or harm minority children, acknowledging that persons who are "advocates for the educational interests of racial and language minority students have become divided." A set of seven protective standards by which minimum competency programs should be judged is given. It proceeds to: (1) examine how two federal agencies responsible for protecting and expanding the educational interests of certain protected classes have addressed the minimum competency issue; and (2) illustrate the relation between (a) selected federal education policies, laws, and regulations, and (b) the possible effects of state and locally mandated minimum competency programs on certain protected classes of students. It concludes the "minimum competency programs being implemented, protected classes of students are being affected by them, and there are no recognized or enforced standards to assure the educational interests of those students will be protected."

This paper was prepared for the National Council on Measurement in Education meeting in San Francisco, California. (Author/GHM)

National Assessment of Educational Progress. Basic life skills: results manual. Package nos. 12 through 17. Denver, Colorado: Education Commission of the States/National Assessment of Educational Progress, April 1978, 362 p.

Document Type:	G (Manual)
Classification:	*COMPETENCIES, Emphasis, Life skills.
Available from:	Superintendent of Documents U.S. Government Printing Office Washington, D.C. 20402 Also available as ERIC abstract ED 167 602.
Cost:	$7.60

This test manual presents the full results of the National Assessment of Educational Progress (NAEP) survey of 1,300 17-year-old students on performance in five major basic life skills: (1) personal finance and consumer protection; (2) health maintenance; (3) interpersonal competence; (4) family responsibility; and (5) career development. (GHM)

189 ECS 750

National Assessment of Educational Progress. "Consumer skills items. a collection of consumer skills items for state and local education agencies to draw upon in custom-building their own consumer skill instruments." Denver, Colorado: Education Commission of the States/National Assessment of Educational Progress, August 1978, 239 p.

Document Type:	Q (Test Items)
Classification:	*COMPETENCIES, Emphasis, Life skills.
Available from:	National Assessment of Educational Progress Education Commission of the States 1860 Lincoln Street, Suite 700 Denver, Colorado 80295 (303) 861-4917 Also available as ERIC abstract ED 163 182 and ED 163 181.
Cost:	$5.80

This is a collection of consumer skills items for state and local education agencies to draw upon in composing consumer skills instruments. It provides items to assess seventeen-year-olds' consumer skills. The booklet contains items classified under eight major topics: behavior, contracts, economics, energy, finances, mathematics, projection, and purchases. Items classified as miscellaneous make up a ninth topic, and background questions constitute a tenth topic. (GHM)

190 ECS 749

National Assessment of Educational Progress. "Guide to an assessment of consumer skills." Denver, Colorado: Education Commission of the States/National Assessment of Educational Progress, August 1978, 33 p.

Document Type:	G (Guide)
Classification:	*COMPETENCIES, Emphasis, Life skills.
Available from:	National Assessment of Educational Progress Education Commission of the States 1860 Lincoln Street, Suite 700 Denver, Colorado 80295 (303) 861-4917 Also available as ERIC abstract ED 163 181 and ERIC abstract 163 182.
Cost:	$2.00

This guide is intended to assist those interested in developing and/or assessing consumer skills. The consumer skills items are classified under eight major topics. They are: behavior, contracts, economics, energy, finances, mathematics, protection, and purchases. (GHM)

191 ECS 744

National Assessment of Educational Progress. Math resource items for minimal competency testing. Denver, Colorado: Education Commission of the States/National Assessment of Educational Progress, 1977, 52 p.

Document Type:	Q (Tests)
Classification:	*COMPETENCIES, Specific areas, Mathematics; TEST INSTRUMENTS.
Available from:	National Assessment of Educational Progress Education Commission of the States 1860 Lincoln Street, Suite 700 Denver, Colorado 80295 (303) 861-4917
Cost:	$7.40

This is a collection of math items for state and local education agencies to utilize in custom-building their own minimal competency testing instruments. It was prepared by the National Assessment of Educational Progress funded by the National Center for Education Statistics. (GHM)

192 ECS 743

National Assessment of Educational Progress. Reading resource items for minimal competency testing. Denver, Colorado: Education Commission of the States/National Assessment of Educational Progress, December 1977, 45 p.

Document Type: Q (Tests)

Classification: *COMPETENCIES, Specific areas, Reading;
TEST INSTRUMENTS.

Available from: National Assessment of Educational Progress
Education Commission of the States
1860 Lincoln Street, Suite 700
Denver, Colorado 80295
(303) 861-4917

Cost: $6.80

This is a collection of reading items for state and local education agencies to utilize in custom-building their own testing instrument. It contains national results from the first assessment done by the National Assessment of Educational Progress, 1977, funded by the National Center for Education Statistics. (GMM)

National Association for the Advancement of Colored People. Minimum competency testing. Education Department. Topics, Vol. 1, No. 1, June 1979, 4 p.

Document Type: J (Newsletter)

Classification: *REPORTING/DISSEMINATION, Reports sent to Students, Parents, Teachers, Boards of Education, School administrators, Legislators, Public/media; PROVISIONS FOR SPECIAL POPULATION, Formal provisions for Minority (racial) students; COMPETENCIES.

Available from: National Association for the Advancement of Colored People
1790 Broadway
New York, New York 10019
(212) 245-2100

Cost: No charge, subject to handling fees.

This is a brief overview of minimum competency testing as it affects parents, taxpayers, employers and school officials. It briefly discusses the problems of minimum competency testing including what competencies should be included. A short list of additional reading materials appears at the end. (MVD)

194 ECS 176

National Association for the Advancement of Colored People. NAACP report on minority testing. New York: NAACP Special Contribution Fund, May 1976, 35 p.

Document Type:	B (Monograph)
Classification:	PROVISIONS FOR SPECIAL POPULATION, Formal provisions for Minority (racial) students; *TEST INSTRUMENTS; TEST ADMINISTRATION; SCORING AND ANALYSIS; USE AND IMPLICATIONS OF TEST RESULTS.
Available from:	National Association for the Advancement of Colored People 1790 Broadway New York, New York 10019 (212) 245-2100
Cost:	No charge, subject to handling fees.

While not addressing minimum competency testing specifically, this paper is included because it addresses the issues of use and misuse of tests, psychometric integrity of tests, public policy and a fair testing code. Anyone concerned with minority interests in testing, including minimum competency testing, should read it or any of the works it references in the reading list which is included. (GHM)

195 ECS 771

Northwest Regional Educational Laboratory. Annotated bibliography on minimum competency testing. Portland, Oregon: Northwest Regional Educational Laboratory, May 1978.

Document Type: L (Bibliography)

Classification: *STATE-OF-THE-ART; LEGISLATIVE AND POLICY HISTORY, Legislative action, State board action.

Available from: Northwest Regional Educational Laboratory
710 South Second Avenue
Portland, Oregon 97204

Also available as ERIC abstract ED 158 186

Cost: No charge, subject to handling fees.

This bibliography was compiled to assist educators and state leaders who are designing and implementing minimum competency testing programs. The 52 documents cited were selected to represent the best and most current literature in the field. (Author/GHM)

Phillips, G. Making competency-based instruction work within a carnegie unit structure, using the model-approach to implementation. Indianapolis, Indiana: North Central High School, 4 p.

Document Type: K (Program/Project Description)

Classification: STATE-OF-THE-ART (Local school building)

Available from: Dr. Gary Phillips
Director
Learning Unlimited
North Central High School
Indianapolis, Indiana

Cost: No charge, subject to handling fees.

This is a two-part article written for policy makers and educators responsible for developing a minimum competency program in their school. He offers a brief key to the advantages and disadvantages of introducing minimum competency testing to a school by using the model program approach of building a small scale model of the real thing. By involving just one teacher or one department, etc., some problems in the implementation and procedure can be resolved without involving the entire system, and the program can be more easily evaluated. The disadvantages include: polarization in the school; non-participants feel threatened or jealous; leadership may not be available; model programs cost more money initially and there is a low survival rate. The second article lists 13 ways competency-based instruction could increase the effectiveness of the educational process. (MVD)

197 ECS 049

Pipho, C. State activity: Minimal competency testing. Denver, Colorado: Education Commission of the States, July 1979, 13 p.

Document Type:	H (Legislative Report) K (Program Description/Implementation Efforts) R (Research Report)
Classification:	*STATE-OF-THE-ART, *LEGISLATIVE AND POLICY HISTORY, Legislative action, State board action; COMPETENCIES; STANDARDS AND STANDARD SETTING; TEST INSTRUMENTS, TEST ADMINISTRATION; SCORING AND ANALYSIS; USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma.
Available from:	Education Commission of the States Research and Information Department 1860 Lincoln Street, Suite 300 Denver, Colorado 80295
Cost:	No charge, subject to handling fees.

This is a state-by-state report of any and all boards of education or state departments of education or legislative action and covers in columnar chart form: setting of standards; grade levels assessed; skill areas assessed; use of standards and tests; and comments. (GHM)

198 ECS 190

Pipho, C. Update VIII: minimum competency testing. Denver, Colorado: Education Commission of the States, July 1, 1979, 128 p.

Document Type: H (Legislative Report)
K (Program Description/Implementation Efforts)
R (Research Report)

Classification: *STATE-OF-THE-ART; *LEGISLATIVE AND POLICY HISTORY, Legislative action, State board action; COMPETENCIES; STANDARDS AND STANDARD SETTING; TEST INSTRUMENTS; TEST ADMINISTRATION; SCORING AND ANALYSIS; USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma.

Available from: Education Commission of the States
Department of Research and Information
1860 Lincoln Street, Suite 300
Denver, Colorado 80295

Update VII is available as ERIC ED 163 139
(May 1977)

Cost: $6.50, prepayment required.

Intended for legislators and state administrators or district superintendents, this report is one of a series in the state-of-the-art in the area of minimum competency testing. State legislation enacted and pending at the time of the report is given for the fifty states and any state department of education activity as well as district programs to implement the legislation or state board of education rulings is cited. It includes pending federal legislation and a bibliography. (GHM)

199 ECS 276

Pipho, Chris. Legislative and public support continues for Florida competency test. Legislative Review, Vol. 9, No. 13, May 21, 1979, 1 p.

Document Type: J (Newsletter Article)

Classification: *LEGISLATIVE AND POLICY HISTORY, Legislative action.

Available from: Education Commission of the States
Research and Information Department
1860 Lincoln Street, Suite 300
Denver, Colorado 80295
(303) 861-4917

Cost: $10.00/yr. subscription.

This article is intended for those interested in the progress of Florida state legislation concerning minimum competency tests as a requirement for high school graduation. It reports legislation introduced to include testing programs for other state agencies, the Florida School for Deaf and Blind, the department of health and rehabilitative services, board of regents and community college trustees. Results of a public opinion survey show public support of the test program. (LBD)

200 ECS 761

Ramirez, R. Mandated statewide student competency testing in Texas: An interim analysis. San Antonio, Texas: Intercultural Development Research Association, August 1979, 8 p.

Document Type: R (Research Report)

Classification: *LEGISLATIVE AND POLICY HISTORY; GOALS AND PURPOSES; COMPETENCIES.

Available from: Intercultural Development Research Association
5835 Callaghan
Suite 350-111
San Antonio, Texas 78228

Cost: No charge, subject to handling fees.

This is a report on the background thinking and legislative process in Texas including a study of their state needs and the competency testing movement. It includes the beginning of student competency testing provisions, the metamorphosis of bills through committee, the application of the provisions and House Bills which include a bill with a section for educationally disadvantaged pupils. (GHM)

Shepard, L. A. Setting standards and living with them. Denver, Colorado: University of Colorado, April 1976, 16 p.

Document Type:	S (Conference Paper)
Classification:	*TEST INSTRUMENTS; TEST ADMINISTRATION; SCORING AND ANALYSIS.
Available from:	Dr. Lorrie Shepard Laboratory of Educational Research University of Colorado Boulder, Colorado 80309
Cost:	$.35

This paper was presented in a symposium on Measurement Issues Related to Performance Standards in Competency-Based Education, at the National Council on Measurement in Education, San Francisco, April 1976.

Asserting that "competence-based assessment requires standards to distinguish acceptable and unacceptable performance," the writer presents the background on the problems of establishing minimum competency standards. In the section on "definitions and distinctions" the term and the purpose of "standards" are discussed as well as "objective-referenced testing," criterion-referenced testing," and "domain-referenced testing." Method of test construction is also discussed. He presents five recommendations for setting standards: (1) setting standards ought to be an iterative process; (2) the normative or experiential basis of judgements ought to be a formal part of the standard setting process; (3) the most reasonable standard is "improvement"; (4) allow for differences of opinion by involving various audiences in standard setting; and (5) final caution: focusing on minimums may limit the height of educational attainment. (Author/GHM)

Solomon, Steve. The Debra P. decision. The Testing Digest, Vol. 1, Issue 3, Fall, 1979.

Document Type: J (Journal Article)

Classification: *LEGISLATIVE AND POLICY HISTORY, State level; PROVISIONS FOR SPECIAL POPULATION, Formal provisions for Minority (racial) students; USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma.

This article reports on the Florida case (known as Debra P.) "where students who flunked the Functional Literacy Test (FLT) but passed their courses, were to receive a 'certification of completion' instead of a diploma." It gives the background, the charges brought by ten black students in federal court (October 1978), the ruling by Judge Carr which stated, in part, that "passing the FLT was a valid requirement for obtaining a high school diploma, but that the State could not implement their FLT program until there had been a 'necessary period of time to orient students and teachers to the new functional literacy objectives, to insure instruction in the objectives, and to eliminate the taint of educational development which accompanied segregation'." (GHM)

203 ECS 742

Southwest Educational Development Laboratory. Issues in minimum competency testing and competency based education, Proceedings of an invitational symposium. New Orleans, Louisiana, February 1978, 91 p.

Document Type: P (Proceedings)

Classification: *STATE-OF-THE-ART, With reference to states; LEGISLATIVE AND POLICY HISTORY.

Available from: Southwest Educational Development Laboratory
211 East 7th Street
Austin, Texas 78701
(512) 476-6861

Cost: No charge, subject to handling fees.

Eleven articles covering the full range of issues, programs and problems in minimum competency testing are: Introduction, Norvell Northcutt; The Policy Implications of Minimum Competency Testing: The Case of the Standardized Student, Russell Vlaanderen; Are Competency Testing Programs Fair? Legal?, Merle Steven McClung; The California Experience in Minimum Competency Testing and CBE, Glenn Davis; Florida's Program in Minimum Competency Testing, Ken Loewe; The Consumer's View of Education: Legislative Concerns for Educational Accountability, Jack Faxon; Beyond Minimum Competency Testing: CBE as an Educational Reform Process, Paul Cawein; Linking Educational Agents for Improved Practices, Ed Ellis; State Programs Related to CBE and Minimum Competencies: New Mexico, Alan Morgan; State Programs Related to CBE and Minimum Competencies: Oklahoma, James Casey; State Programs Related to CBE and Minimum Competencies: Texas, Keith Cruse. Individual authors and titles are found in the appropriate index. (GHM)

204 ECS 163

Special issue on testing (entire issue), California School Boards.
Vol. 37, #7, September 1978, 34 p.

Document Type:	J (Journal Article)
Classification:	*TEST INSTRUMENTS; TEST ADMINISTRATION; USE AND IMPLICATIONS OF TEST RESULTS.
Available from:	California School Boards Association, Inc. 913 23rd Street Sacramento, California 95816
Cost:	Single copies while available are $1.50 each to members and $2.50 each to non-members.

This is a theme issue of this journal on minimum competency testing in California. The first section reviews the history on testing and some limitations of standardized tests. The second section reviews the California Assessment program and its functions. Testing at grades 1, 2, 3, 6 and 12 is discussed and the pros and cons of the uses of present achievement tests are given. Section three examines the decline of SAT scores as a major factor in leading states toward minimum competency testing, along with a depersonalized educational system, increased taxes, instant solution to problems, and lact of trust between the schools and the public. This section also includes some guidelines and the federal role in setting standards. Sample questions from the Scaramento district proficiency tests conclude this section, along with a list of specific areas of competence in communication and computation skills. (MVD)

The competency based education caper (theme issue). Pennsylvania School Journal, 127, #2, December 1978, p. 45-88.

Document Type: J (Journal Article)

Classification: *STATE-OF-THE-ART.

Articles include:

Wayne Reilly, "Everything You Need and Want To Know About Competency Based Education"

A Primer on Competency

J. Henry Eisenhart, "Teachers Must Cope With Reform Notions"

National Academy of Education Panel on Testing and Basic Skills, "The Scholarly Community Feels-"

Roger Farr, "What About Tests?"

NEA, PSEA and Florida Teachers Points of View

Henry Brickell, "Seven Key Notes on Competency Testing"

(NS)

206 ECS 045

Tractenberg, P.L. The legal implications of statewide pupil performance standards. (A background paper prepared for the minimal competency workshops sponsored by Education Commission of the States and National Institute for Education). Denver, Colorado: Education Commission of the States, September 1977, 41 p.

Document Type: S (Conference Paper)

Classification: *STATE-OF-THE-ART; STANDARDS AND STANDARD SETTING; USE AND IMPLICATIONS OF TEST RESULTS, For students, Mandatory remediation, Optional remediation.

Available from: Education Commission of the States
1860 Lincoln Street, Suite 300
Denver, Colorado 80295
(303) 861-4917

Cost: $2.75

The variety of legal theories that might be used by states for challenging standards and setting minimum performance standards are explored and the role of the courts historically is discussed in this paper. The author suggests that arguments for requiring a standard would reflect the state's need for tests as a basis for remediation or the state's restricting districts from setting standards in order to have a uniform state standard. (GHM)

207 ECS 184

Turlington, R. D. Good news from florida; Our minimum competency program is working. Phi Delta Kappan, 60, #9, May 1979, pp. 649-651.

Document Type: J (Journal Article)

Classification: *USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma, Mandatory remediation, Optional remediation; REPORTING/DISSEMINATION; PROVISIONS FOR SPECIAL POPULATION, Formal provisions for minority students.

After two years of testing in Florida, the second year (1977) results show a marked improvement over the first year (1978). There were increases in all grade levels tested which prove that students can become motivated when they know something is expected of them. The percentages of increases are listed for the reader and Florida education personnel believe that these statistics show they are providing the help the students need to pass the tests. The program is making positive contributions to the education of minority children and a task force found no evidence of cultural bias. The program is now moving rapidly, with controversial issues being debated, studied and resolved. (MVD)

Tyo, J. Developing instruction for competency. Educational Technology, February 1979, p. 49-50.

Document Type: J (Journal Article) G (Guide)

Classification: *STATE-OF-THE-ART; *RESEARCH; USE AND IMPLICATIONS OF TEST RESULTS.

Written for the person(s) who must develop a competency testing program, the author details in a step-by-step easy to follow manner, including choices, every consideration from identifying the problem to feedback and evaluation of the instructional program developed after careful assessment of needs and resources. (GHM)

209 ECS 769

Watson, P. G. The impact of the minimal competency testing movement on the hearing impaired. Washington, D.C.: Gallaudet College, Model Secondary School for the Deaf, June 1979, 18 p.

Document Type: S ("Papers presented at...")

Classification: *PROVISIONS FOR SPECIAL POPULATION, Formal provisions for Special education; USE AND IMPLICATIONS OF TEST RESULTS, For students, Special recognition on diploma.

Available from: Conference of American Instructors for the Deaf
5034 Wisconsin Avenue, N.W.
Washington, D.C. 20016

Cost: No charge, subject to handling fees.

This paper presented to the Conference of American Instructors for the Deaf provides an update of the minimal competency testing movement and reports on a survey done by the author regarding this movement and its impact on the hearing impaired in our nation. It reports that only one state in the nation (Florida) has developed and validated a special version of MCT for the hearing impaired student. It discusses the difficulties and problems of deaf impaired students being given "special" diplomas and required to pass the "regular" tests including the inappropriateness of some of the standards and competencies. It concludes with a call to establish national committees to develop guidelines for those states that plan on developing and utilizing minimum competency tests with their hearing impaired students. (GHM)

Weiner, M. The national conference on testing: Major issues November 17 and 18, 1977. New York: Center for Advanced Study in Education, The Graduate School and University Center of the City University of New York, 1978, 174 p.

Document Type: P (Proceedings)

Classification: *STATE-OF-THE-ART; LEGISLATIVE AND POLICY HISTORY, Associated litigation; *PROVISIONS FOR SPECIAL POPULATION, Source, Minority (racial) students;*USE AND IMPLICATIONS OF TEST RESULTS.

Available from:
Center for Advanced Study in Education
The Graduate School and University Center
of the City University of New York
33 West 42nd Street
New York, New York 10036

The thirteen papers presented by nationally recognized experts in the field of testing are here assembled. The conference purpose was to highlight and clarify the major issues and legal implications, testing of minorities, testing and teacher unions, test uses and misuses in education and the strong or moderate defense of testing as well as a nondefense. (GHM)

211 ECS 751

Wildemuth, B. M. Minimal competency testing: Issues and procedures, an annotated bibliography. July 1977, 20 p.

Document Type:	L (Bibliography)
Classification:	*STATE-OF-THE-ART, Other; USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma.
Available from:	ERIC Clearinghouse on Tests, Measurement and Evaluation Educational Testing Service Princeton, New Jersey 08541 Also available as ERIC microfiche ED 150 188
Cost:	$2.50

Due to the current legislative trend toward competency-based education, and the accompanying minimal competency testing, a variety of local school districts and state education agencies are concurrently developing programs to meet the standards set by their state's legislation. This selective bibliography was compiled in order to aid those involved in such activities. It is based on computer searches of the Educational Resources Information Center, National Technical Information Service, Psychological Abstracts, Exceptional Child Education Abstracts and Dissertation Abstracts. The 28 cited documents which were selected from those searches provide some examples of what has been done in this area, and some discussions of the problems and questions that must be faced. Each citation includes an abstract. (Author)

212 ECS 046

Wise, A. E. A critique of minimal competency testing. (A background paper prepared for the minimal competency workshops sponsored by Education Commission of the States and National Institute for Education) Denver, Colorado: Education Commission of the States, September 1977, 32 p.

Document Type: S (Speech, Conference Report)

Classification: *STATE-OF-THE-ART.

Available from: Education Commission of the States
1860 Lincoln Street, Suite 300
Denver, Colorado 80295
(303) 861-4917

Cost: $2.75

The author suggests that "minimal competency testing is the most recent evaluation of the 'accountability movement' and of the 'competency-based education'." He criticizes the testing approach saying "the solution to the problem of low achievement is more technical than political." He does not believe that high level policy interventions will solve these problems. Some teachers do not teach and some students do not learn. He makes three recommendations: (1) Higher levels of government should be concerned with promoting equality of educational opportunity, (2) The establishment of standards and the operation of schools should be the responsibility of the local board of education and its staff, and (3) Minimal competency testing will not solve the problems of poor learning and poor teaching; serious research is required. (GHM)

213 ECS 612

Zaenglein, J., Kies, K. and Tardibuono, J. Project 81: Reestablishing partnerships. Educational Leadership, November 1977, 5 p.

Document Type: J (Journal article)

Classification: *LEGISLATIVE AND POLICY HISTORY, State board action; GOALS AND PURPOSES.

The Pennsylvania State Department of Education's Project 81 describes in this report the up-to-date success of their efforts to "identify worthy outcomes of schooling and to reforge partnerships between school and society". The report also introduces key staff assigned to the project, and a bibliography of references used in the study. (GG)

Zuromski, Richard J. The perceptions of local, key decision-making school personnel relative to competency requirements for a high school diploma. Cranston, Rhode Island, 1978, 5 p.

Document Type: Q (Questionnaire)

Classification: *USE AND IMPLICATIONS OF TEST RESULTS, For students, High school diploma.

Available from: Cranston High School West
80 Metropolitan Avenue
Cranston, Rhode Island
(401) 942-3450

Cost: No charge, subject to handling fees.

The questionnaire was used to survey local school personnel for opinions on competency requirements for granting a high school diploma. (GHM)

HUMAN RESOURCES*

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*Human Resources are listed by state even though several are NOT affiliated with state governments but rather their organizations are located physically within the state under which they are listed. Where an individual is known, the reader should check the Human Resource Index or Author Index to find the address or publication cited.

HUMAN RESOURCES

Each of the fifty states was contacted for both materials and resource persons. This section, therefore, lists the state education agency, naming the chief state school officer as the administrative head of the agency. Additionally, where a staff person has been designated as the one responsible for minimum competency testing programs or considerations in that state and where the individual has agreed, that person is listed below with an asterisk (*). Additional names are given of individuals who were suggested by other state or local educators who are willing to serve in this capacity.

No contractual terms can be implied or stated herein. Generally speaking, state agencies offer services to local school districts within their state upon request at no charge; they may need to impose a fee based on travel or other actual costs for out of state services.

In addition, the reader is advised that many authors (see Author Index) who were not contacted and are therefore not listed below may be available for speaking engagements or as writers or consultants.

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APPENDIX

June 8, 1979

(Letter personally addressed to designated person at
State Department of Education as shown on attached list.)

Dear

The Education Commission of the States has a project on "State Minimum Competency Testing Programs: Review and Resources," under the auspices of The National Institute of Education. There are four main tasks which comprise this project, namely:

1) Analysis of State Minimum Competency Testing Programs -- which requires the updating of Update VII, prepared by Chris Pipho.

2) Catalog of Resource Materials on Minimum Competency Testing -- which require the identification and classification being done by Gladys H. Mills.

3) Program Development Guides -- which will include legislation authorizing minimum competency testing programs and legal implications of minimum competency testing.

4) Analysis of Federal Legislation Affecting Minimum Competency Testing -- which will be based on Title II of H.R. 15 and the guidelines.

Enclosed you will find a draft (in duplicate) of your state's section of Update VIII, being prepared by Chris Pipho, which summarizes our information to date. Please verify that the information is correct for your state by signing and dating the original and returning it to us (duplicate is for your files) OR phone us at 303/861-4917 with any corrections or omissions.

For purposes of the catalog being prepared, please send any curriculum and other guides, program materials, resolutions of school boards, sample or other test examples, implementation manuals which are being used either by your state department or in key districts within your state. They should be addressed to Gladys H. Mills.

Additionally, if you are aware of other pertinent materials or resource persons which you would like to share with us, we would appreciate having either copies of same or information regarding the sources of them. For your convenience a sample form for the Human Resource section is attached.

Because of an early deadline, we would appreciate your sending the requested material via first class mail or United Parcel Service (collect, if necessary). We have enclosed a mailing label for your convenience.

If selected, all information which you provide including costs and availability will be listed.

Thank you for your cooperation.

Sincerely,

Gladys H. Mills (ext. 260) Coordinator of Information Services	Chris Pipho (ext. 213) Associate Director Research and Information Department
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Enclosures: Human Resource sample form
ECS mailing label
Update VIII
List of state materials received

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June 8, 1979

(Letter personally addressed to attached list of organizations.)

Dear

The Education Commission of the States has a project on "State Minimum Competency Testing Programs: Review and Resources," under the auspices of The National Institute of Education. There are four main tasks which comprise this project, namely:

1) Analysis of State Minimum Competency Testing Programs -- which requires the updating of Update VII, prepared by Chris Pipho.

2) Catalog of Resource Materials on Minimum Competency Testing -- which require the identification and classification being done by Gladys H. Mills.

3) Program Development Guides -- which will include legislation authorizing minimum competency testing programs and legal implications of minimum competency testing.

4) Analysis of Federal Legislation Affecting Minimum Competency Testing -- which will be based on Title II of H.R. 15 and the guidelines.

We are aware that your organization may have materials or access to resources which would be a valuable addition to others we have collected. We are not certain that we have a complete listing of materials which you have prepared in the area of minimum competency testing. May we, therefore, have a list of all such resources, including reports, resolutions, tests, consultants, etc. and where available, one or two copies of each item for our consideration and possible inclusion in the catalog we are developing?

Additionally, if you are aware of other pertinent materials or resource persons which you would like to share with us, we would appreciate having either copies of same or information regarding the sources of them. For your convenience a sample form for the Human Resource section is attached.

Because of an early deadline, we would appreciate your sending the requested material via first class mail or United Parcel Service (collect, if necessary). We have enclosed a mailing label for your convenience.

If selected, all information which you provide including costs and availability will be listed.

Thank you for your cooperation.

Sincerely,

Gladys H. Mills (ext. 260) Coordinator of Information Services	Chris Pipho (ext. 213) Associate Director Research and Information Department
Laquitta Denton (ext. 266) Library Technician	Andrea Kress (ext. 346) Secretary

GHM:ld

Enclosures: Human Resource sample form
ECS mailing label

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